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ABSTRACT

This "Counselor's Recipe Book" provides activities, forms, and information to aid elementary and middle school counselors in improving services and programs for students. The first set of materials relates to designing the program, and includes materials for orientation, analysis of the individual, and curriculum input. Next comes a set of materials for indirect services to students, including classroom behavior management, consultation, public relations, and information access and dissemination. The third section provides materials relating to direct services to students, including counseling, group guidance, and interschool relationships. The last two sections provide followup and feedback materials to assist in program evaluation, and a bibliography of professional organizations for counselors. (TE)

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A COUNSELOR'S RECIPE BOOK

FOR ELEMENTARY AND MIDDLE SCHOOLS

K - 8

CG023139

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A Counselor's Recipe Book for Elementary and Middle Schools

K-8

Suggested Activities for Improving Guidance Services

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Columbia, South Carolina

Reprinted
1989-1990

INTRODUCTION

The purpose of this Counselor's Recipe book is to provide activities, forms, and information to aid elementary and middle school counselors in improving services and programs for students. The materials included may also serve as an invaluable tool in assiting newly employed counselors in setting up their programs.

This publication is organized in the format of and is designed to be used with the Guidance-by-Objectives Model published by the State Department of Education. Each publication is divided into subsections which cover the major thrusts necessary in a well-organized guidance program. Appreciation is extended to Dr. Lynnette Robinson for her leadership in developing this worthwhile document.

The counselor has many responsibilities which are reflected in this document. Among these are direct services to individuals and groups of students; indirect services through parent study groups and teacher in-service sessions; and staff and community involvement.

Joel Taylor, Director
Office of General Education

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ORIENTATION

SUGGESTED ACTIVITIES FOR ORIENTATION HANDBOOK

I. What is a middle school?

- a. A school for students of a special age group, approximately ten to fourteen years of age
- b. A preparation for junior high school or the next educational level
- c. A time to learn more about taking responsibility for one's own self – in studies, in going to different classes, etc.

II. Who are some special people you should know at your school? Can you name each of these persons?

Principal ______________________________
Assistant Principal ______________________________
Counselors ______________________________
Bus Supervisor ______________________________
Homeroom Teacher ______________________________
Curriculum Coordinator ______________________________
School Secretaries ______________________________
Librarians ______________________________
Cafeteria Staff ______________________________
Bus Driver ______________________________

III. Here are some situations that may face a student at some time. Ask for volunteers to answer each of these questions. Or cut this sheet into strips and let students draw a question to answer, or let the student read the question and choose someone else to answer it. If the person called upon answers correctly, he gets to pull the next question.

WHAT SHOULD YOU DO IF. . . .

1. Your locker sticks?
2. Someone breaks into your locker?
3. You forget your locker combination?
4. You need to check with your mother about staying after school?
5. You lose your lunch money?
6. You get sour milk in the cafeteria?
7. You forget your notebook and pencil?
8. You get sick in class?
9. You are tardy to class?
10. You don't understand your homework?
11. Someone is picking on you?
12. You want to talk with your counselor?
13. You arrive late at school?
14. You have lost a library book?
15. You have trouble on the school bus?

PARENT ORIENTATION

Dear Parent(s),

We are pleased to report that the new school year is off to a good start with a minimum of anticipated problems.

We are pleased to have your child entered in one of our sixth grade classes and to welcome you as a parent.

So that we may become better acquainted with you, and you with us, we have planned a special Orientation Program for our sixth grade parents ______________________________ in the school cafetorium. At that time, you will be given an insight into our total middle school program, and into the sixth grade program in particular.

During the evening you will meet and hear from each of your child's teachers. You will have an opportunity to ask questions, make suggestions, and to spend some time in the classroom with your child's homeroom teacher and subject teachers.

We know that you are interested in your child and his total development. So are we, as teachers and staff, here at ______________________________. If we are to provide the kind of learning climate and challenge needed for each child's success, then it is essential that we work together in understanding and in partnership.

Please make every effort to be present at this important meeting on ________________________

Sincerely,

____
(Principal)

____
(Counselor)

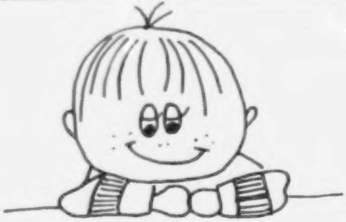
COUNSELOR BOOKLET FOR PARENTS

This booklet is given to all fifth graders on their registration day. Since many fifth graders have not had a counselor before, this is given to them to take home to their parents, to show them what their counselor does.

Dear Mom and Dad,

You are invited by the counselors of the______________ Middle School to discover how they help my friends and me at school by reading this little book.

Love,



DID YOU KNOW MY COUNSELOR:

. . .Visits my classroom sometimes?

. . .Talks with me when I am happy?

. . .Talks with me when I am sad?

. . .Talks with me about my school work?

. . .Talks with me about myself and others?

. . .Talks with kid's Moms and Dads?

. . .Helps groups of boys and girls?

. . .Lets me visit the guidance office when I need to?

. . .Is my friend?

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DID YOU KNOW THAT MY COUNSELOR TALKS TO MY TEACHER AND TO MY MOM AND DAD ABOUT:

. . .How I get along with my classmates?

. . .How I get along with my work?

. . .Me as a special person?

DID YOU KNOW THAT THERE ARE MANY THINGS TO DO IN THE GUIDANCE OFFICE?

. . .I can just talk about things that are important to me.

. . .I can play games that help me learn about myself and other people.

. . .I can use puppets to help me talk.

. . .I can talk with other children who are there.

. . .I can work on a project of some kind.

. . .I can just sit and think if I want to.

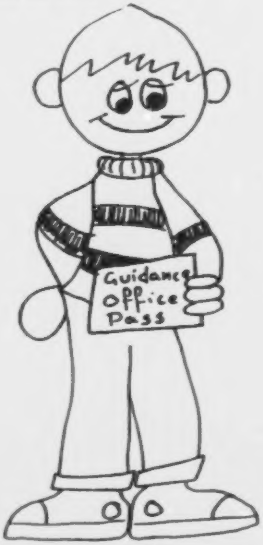
DID YOU KNOW THAT THERE ARE MANY WAYS TO SEE A COUNSELOR?

. . .I can ask to go to the guidance office.

. . .My teacher can send me.

. . .Mom and Dad can ask that I go.

. . .The counselor can invite me to visit.


Guidance
Office
Pass

NOTES

ORIENTATION FOR SIXTH GRADE PARENTS
EVALUATION CHECK SHEET

In order to evaluate the Orientation Program, and to plan together toward improvement, we invite you to check the descriptives below which best express your feelings. Your signature is not necessary.

1. Your visit to the school this evening has been

   (a) helpful? ____
   (b) a little helpful? ____
   (c) not at all helpful? ____

2. Was the time schedule for the evening

   (a) too long? ____
   (b) too brief? ____
   (c) about right? ____
   (d) comments or suggestions ____
   ____

3. How were you informed about this meeting?

   (a) Through a letter brought home by your child ____
   (b) Through another parent ____
   (c) By other means ____

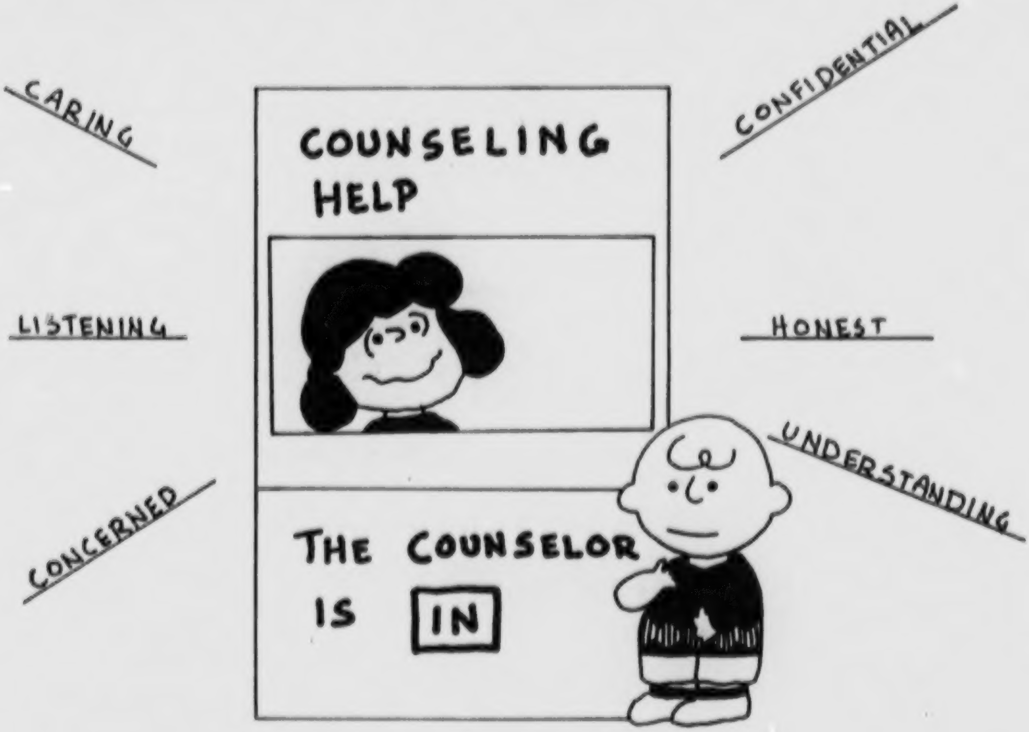
4. Your child's transfer to middle school seemed

   (a) to run smoothly? ____
   (b) to run as smoothly as can be expected? ____
   (c) to be wrought by an overload of fears and anxieties? (If your answer is yes, where do you think the blame should be placed, and how can the problem be remedied?) ________________________________
   ____

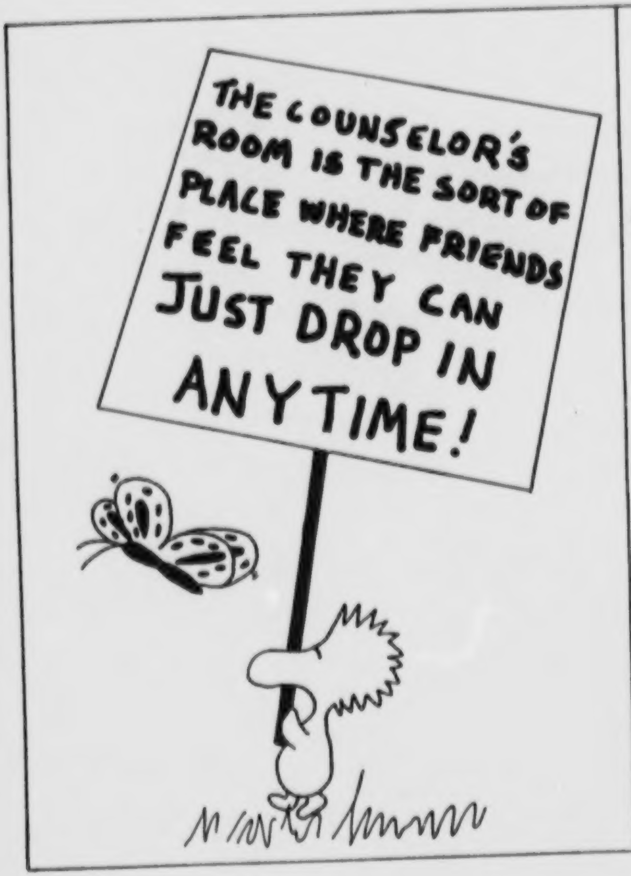
5. Do you feel your child is adjusting normally to school? ____
   Do you encourage your child to go to his teacher, counselor, or the administration with school related problems that need attention?

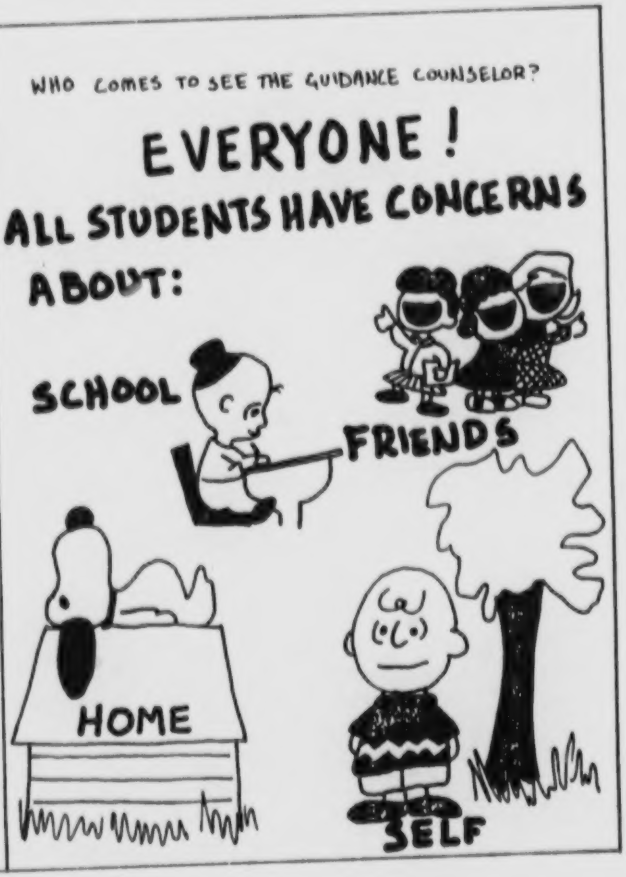
COMMENTS OR SUGGESTIONS: Express yourself freely. Please use the back of this page if more space is needed.

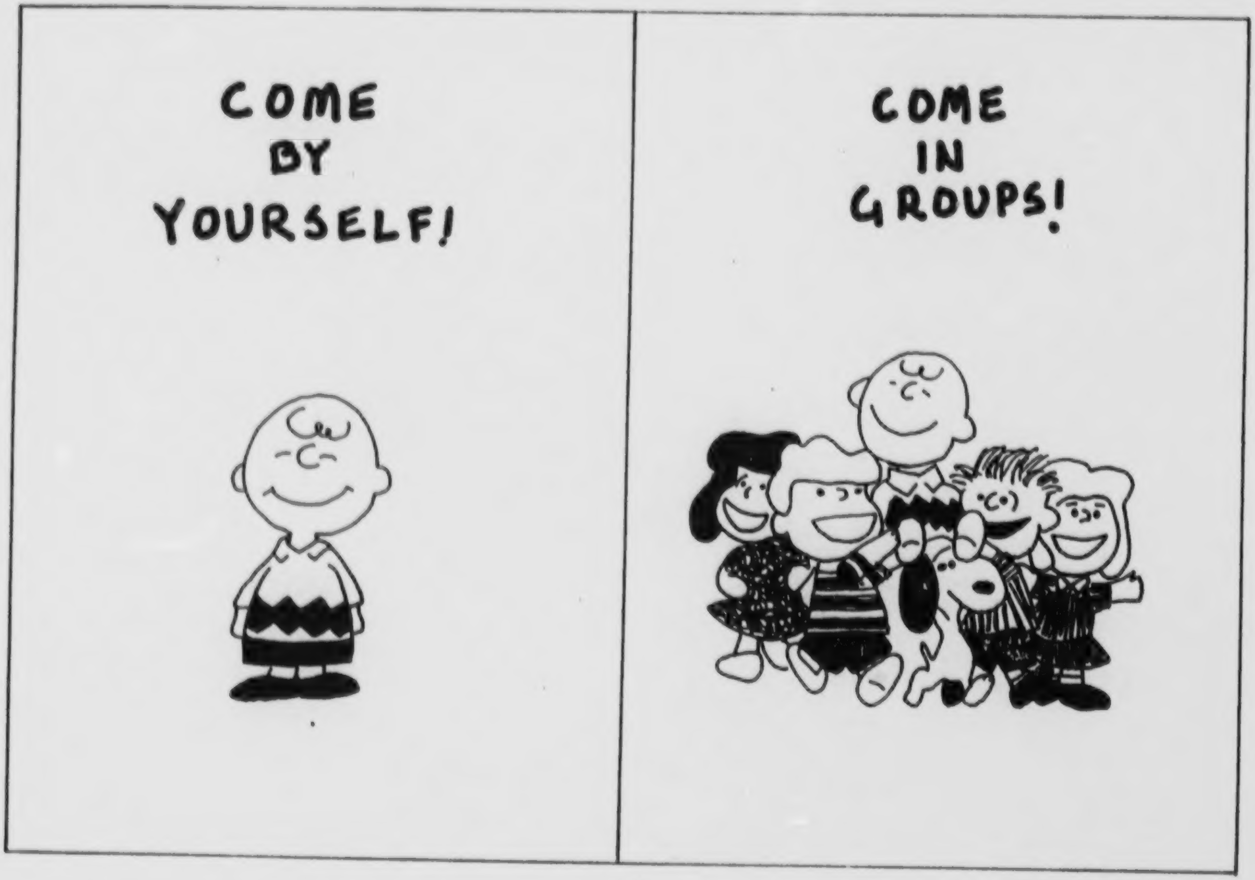
This activity was created for use with fifth and sixth graders during orientation. Transparencies may be made by tracing the cartoons or by letting students create their own.

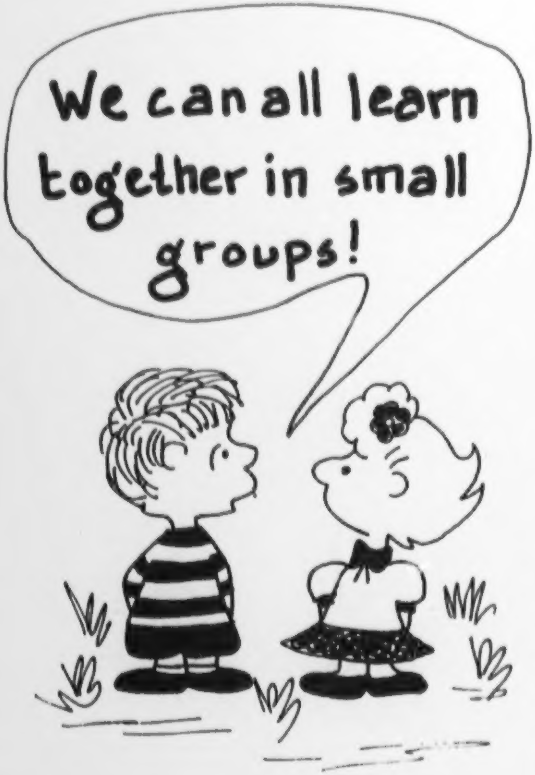

CARING
CONFIDENTIAL
COUNSELING HELP
LISTENING
HONEST
UNDERSTANDING
CONCERNED
THE COUNSELOR IS IN

SOMEONE WHO HELPS YOU TO HELP YOURSELF


THE COUNSELOR'S ROOM IS THE SORT OF PLACE WHERE FRIENDS FEEL THEY CAN JUST DROP IN ANYTIME!


WHO COMES TO SEE THE GUIDANCE COUNSELOR?
EVERYONE!
ALL STUDENTS HAVE CONCERNS ABOUT:
SCHOOL
FRIENDS
HOME
SELF


COME BY YOURSELF!
COME IN GROUPS!


We can all learn together in small groups!

1. Communication Skills
2. Learn About Yourself
3. Learn to Make Decisions
4. Learn About Careers
5. Talk About Social Issues
6. Discuss Personal Problems

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ANALYSIS OF

THE INDIVIDUAL

PSYCHOLOGICAL NEEDS OF THE MIDDLE SCHOOL AGE STUDENT

1. **Acceptance**: The need to feel that others' attitudes toward one are favorable or positive; to feel that one is not rejected.
2. **Achievement**: The need to acquire, gain, receive, win or strive to accomplish goals.
3. **Affection**: To receive emotional love from parents, relatives or friends.
4. **Approval**: The need to have others approve them (behavior toward one indicates that one is a satisfactory person), or that one's needs are satisfactory.
5. **Belonging**: The need to feel a part of a group or institution.
6. **Conformity**: The need to be like others, to avoid marked departure from the mode.
7. **Dependence**: The need to have to ask for or to depend on others for emotional support, protection, forgiveness, and help.
8. **Independence**: The need to be free of external control by friends, family and associates; to make one's decisions; to be self sufficient.
9. **Mastery Dominance**: The need to control, to be in power, to lead, to manage, govern, overcome people, problems, obstacles; to influence the behavior, feelings or ideas of others.
10. **Recognition**: The need to be noticed, to become known; to find one's place, to be regarded as one important human being.
11. **Self-realization**: The need to function at one's ability level; to learn, understand, perform to the best of one's ability, to avoid performing at a mediocre level.
12. **To be Understood**: The need to feel in sympathetic rapport with parents, relatives, friends, associates; to feel at one with others.

CHARACTERISTICS OF THE MIDDLE SCHOOL AGE STUDENT

Age 10

- Highly competitive–sports, variety of activities
- Trying to break away from activities directed by adults
- Most important that this age child achieves
- Hero worship–moving outside of family
- Begin to discover that parents do not know everything
- Begin to rely on peers for guidance
- Group activities–boys, sports; girls, sewing, etc.

Age 11

- Begins physical changes in the body
- Begins to question the value of parents–independence, thinks that he knows best
- Begins to express his concern for other people

Age 12–14

- Physical changes–becomes aware of changes
- Inconsistent in carrying out activities at home–disobedient
- Moral and religious beliefs are shaken
- Girls become interested in scholarship
- Boys become interested in "what is life?"
- Strong bonds with peers

Name ______________________

MENTAL CHARACTERISTICS

In comparison with the average of other children in this room, this child appears to be:

Attention

Alert, on the job
Attentive
Average
Dreamy
Non-Attentive
Distracted
Confused
Not there
Scatterbrained

Memory

Remembers well and retains
Remembers fairly well
Average
Means to remember, but does not
Forgets easily
Never remembers

Initiative

Active in initiating
A self-starter
Has considerable initiative
Average
Has very little initiative
Never initiates

Understanding of Instructions or Explanations

Grasps new ideas readily
Understands after questions
Average
Confused, but knows he does not understand
Thinks he understands, but really does not
Confused and helpless

Imitation

Imitates easily and well
Imitates fairly well
Average
Imitates little and with difficulty
Can do things only his own way

Originality

Has many good ideas
Creative
Is quite creative
Average
Seldom is creative
Never creates, always copies

Concentration on Task at Hand

Holds to task and achieves
Holds to task with occasional lapses
Average
Means to concentrate, but does not
Has to be driven
Attends to others more than to his own work
Cannot concentrate even under supervision

Openmindedness

Curious and interested in all novel experience
Receptive to new ideas
Progressive
Average
Prefers the old and familiar
Conforms
Resents considering new ideas
Conservative

Foresight

Always foresees possible happening or consequences
Anticipates, looks ahead
Average
Surprised or overwhelmed by consequences
Never looks ahead

PREPARING FOR THE TESTING PROGRAM

The success of any testing program is determined by how well teachers and students understand the purpose of the testing and how well they follow exact instructions. Probably the most important single factor on the part of both teacher and student is **ATTITUDE.**

In preparing your students to do their best on the tests, please take time with your homeroom and each class to discuss the importance of the total program and how it can aid the educational process.

Perhaps the following suggestions might be used in addition to other guidelines you have to offer:

1. Explain that all the schools are using the same tests (CTBS) and that the program is the same throughout South Carolina.
2. Let the student know that the results **DO BECOME AN IMPORTANT** part of their school record (which follows them to high school, college, job placement, etc.).
3. Make it clear to them that the results (or scores) **ARE** available to them and their parents through their homeroom teacher, the guidance office, or the principal's office.
4. Explain to them that taking tests can be valuable learning experiences; and that each test should help them to grow more "test wise," thus giving them a better chance of qualifying later for jobs, for college entrance, or for the career field of their choice. (NOTE: Rarely can a job be found today that does not require the applicant to take a test. Example: Grocery chain stores have a test for bag boys; dime stores would not think of hiring an employee who could not pass the store's required test.)
5. Give them tips on how to **find and follow** instructions. (Sometimes instructions are in the middle of a test, or under a map or chart, etc.).
6. Give tips on how to increase their speed: how not to waste time on items that seem too difficult, and how to come back to them if there is time before **STOP** time is called.
7. Show them how to fold scratch paper under the problems as a quick way to determine the answer. (NOTE: Some actually copy the problem before attempting to work it. This is unnecessary and time consuming.)
8. Caution them if they skip an item on the test to skip the corresponding space on the answer sheet.
9. Give all the other practical suggestions you can think of to stimulate your students to operate more effectively in a standardized testing procedure. Look in the teachers' manual at the suggestions for teaching the various skills.
10. Remind them that only No. 2 pencils can be used and that they are not to carry ball point pens to the testing room.

ANALYSIS OF FAILURE

Teacher________________________________ Room__________ Grade__________ Date__________________

Pupil________________________________

According to my judgment, the reason for failure is due to:

POOR STUDY HABITS

1. ______ Inability to read; vocabulary difficulties
2. ______ Tries to memorize work
3. ______ Fails to organize, summarize, and review material studied
4. ______ Discontinues study before mastery of the material has been attained
5. ______ Does not know how to use study helps
6. ______ Does not follow directions
7. ______ Is not neat
8. ______ Is not accurate
9. ______ Does not pay attention
10. ______ Does not apply his knowledge
11. ______ Lack of motive and interest
12. ______ Too many extracurricular activities

POOR HOME CONDITIONS

1. ______ Parents separated
2. ______ Large family
3. ______ Lacks parental guidance
4. ______ Living with someone other than parents
5. ______ Economic difficulties
6. ______ Does not apply his knowledge
7. ______ Heavy home responsibilities, such as having to care for brother and sister

PHYSICAL HANDICAP

1. ______ Poor eyesight
2. ______ Poor hearing
3. ______ Speech defect
4. ______ Malnutrition
5. ______ Illness

EMOTIONAL MALADJUSTMENT

1. ______ Daydreamer
2. ______ Bully
3. ______ Tries to get attention
4. ______ Shy

_____ Lack of aptitude for work _____ Lack of mental ability _____ Frequent absence from school

Does the pupil report for special help? Yes_____ No_____ Voluntary_____ When requested_____

Other comments:

Please return to the guidance counselor not later than ____________________

____
Counselor

DEPARTMENT OF DELICACY

How shall we say it on report cards and records cards!!

SOMEWHAT HARSH EXPRESSIONS	EUPHEMISMS
Awkward and clumsy	Appears to have difficulty with motor control and muscular coordination
Does all right if pushed	Accomplishes work when interest is frequently stimulated
Too free with fists	Resorts to physical means of winning his point or attracting attention
Could stand more baths, dirty, has bad odor	Needs guidance in development of good habits of hygiene
Lies	Shows difficulty in distinguishing between imaginary and factual material
Cheats	Needs help in learning to adhere to rules and standards of fair play
Steals	Needs help in learning to respect the property rights of others
Insolent	Needs guidance in learning to express himself respectfully
Lazy	Needs ample supervision in order to work well
Rude	Needs to develop a respectful attitude towards others
Selfish	Needs help in learning to enjoy sharing with others
Coarse	Needs assistance in developing social refinement
Noisy	Needs to develop quieter habits of communication
Has disgusting eating habits	Needs help in improving table manners
Is a bully	Has qualities of leadership but needs help in learning to use them democratically
Babyish	Shows lack of maturity in relationships with others
Associates with "gangs"	Tends to feel secure only in group situations; needs to develop a sense of independence
Disliked by other children	Needs help in learning to form lasting friendships
Is truant	Needs to develop sense of responsibility in regard to attendance
Often late	Needs guidance in developing habits of punctuality

SELF-ANALYSIS

Pupil ______________________________ Grade __________ Date ______________

Teacher ______________________________

Subject Failed ______________________________

According to my best judgment, the reasons for my failure in this subject are:

1. ( ) I do not understand what I read.
2. ( ) I am afraid to ask questions.
3. ( ) I do not know how to use study helps.
4. ( ) I am worried about something and it keeps me from working.
5. ( ) I do not ask for special help.
6. ( ) I am not interested in my school work.
7. ( ) I cannot study at home.
8. ( ) I am not interested in my work.
9. ( ) I am in too many school activities.
10. ( ) I do not pay attention.
11. ( ) I have difficulty in seeing.
12. ( ) I have difficulty in hearing.
13. ( ) I have a speech defect and it bothers me to talk.
14. ( ) I am absent from school a lot.
15. ( ) I have a job after school and it interferes with my school work.
16. ( ) I have to take care of my brothers and sisters.
17. ( ) I do not feel well.
18. ( ) I am unhappy.

Other reasons:

What I can do to improve my work:

ANALYSIS OF PERFORMANCE

Student's Name ______________________________ Date ______________________

Subjects — Rate of Achievement (classroom)

	Teacher's Initials	Excellent	Above Average	Below Average
1.				
2.				
3.				
4.				
5.				

CODE: A-Excellent; B-Above Average; D-F Below Average

TEACHER'S COMMENTS:

Standardized Test Results
(To be filled in by counselor)

Name and Date of Test: ______________________________

Results: ______________________________

Final Disposition:

Recommendations: Approved ______________ Not Approved ______________

Justification of Action Taken:

____
Teacher

____
Counselor

PLACEMENT

We at the Middle School know how interested you are in seeing that your students are placed properly so that their educational experiences will be pleasant and profitable. This does not happen unless a great deal of planning and evaluation is done. Thank you for helping the Middle School counselors and administrators accomplish this task.

Promotion Sheets:

Please list in alphabetical order (boys on one sheet and girls on another) all students who plan to attend the Middle School for which this promotion sheet is made. If you know that a student plans to move into another zone during the summer, please let the receiving school have this information.

List the name of the basal reader that the student is using. Please indicate whether the student should continue to the next level by placing "yes" or "no" in the column entitled "should continue." We have a reading clinic for students reading far below grade level (two years or more). In the outside margin, star students who would benefit by being assigned to this program. List the name of the math program used and the level of instruction.

Subject Selection Sheets:

Middle School counselors will visit each feeder school to talk about "Moving to Our Middle School." During this visit, subject selection sheets will be given to students. Please help your students complete the identifying information. Teachers will then circle the level on which each student will be most successful in sixth grade.

PROSPECTIVE STUDENT INVENTORY

Please evaluate each student as accurately as possible to aid in the most beneficial placement possible for next year. The purpose of the inventory is for heterogeneous grouping and not overloading one teacher with one type child.

Name ______________________________ Next Grade ____________

Address ______________________________

Age ____________ Birthdate ______________________________
Month Date Year

Circle One: Male Female White Non-White

Circle One
Academically: Very Weak Weak Average Strong Retained

Behavior: Very Poor Poor Average Exceptional

Maturational Level: Immature Average Overly Mature

Because of compound problems this student should not be placed with (names or names of other students): ______________________________

____

DO NOT WRITE BELOW

Schedule: Homeroom ____________

1st Period ____________ Teacher ____________ Room ____________

2nd Period ____________ Teacher ____________ Room ____________

3rd Period ____________ Teacher ____________ Room ____________

4th Period ____________ Teacher ____________ Room ____________

5th Period ____________ Teacher ____________ Room ____________

6th Period ____________ Teacher ____________ Room ____________

7th Period ____________ Teacher ____________ Room ____________

Conference with Student ____________

Conference with Parent ____________

QUESTIONS WHICH SHOULD BE ANSWERABLE FROM THE CUMULATIVE RECORDS

1. What is the level of general mental ability?
2. Has the achievement been commensurate with abilities?
3. What special skills and abilities are evidenced?
4. Are health and physique normal?
5. Is student living with both parents or guardian?
6. Does he participate normally in social and recreational activities?
7. What are his educational plans?
8. Are his plans in harmony with his abilities?
9. Has his family moved frequently in the last few years?
10. Number of absences during the year?
11. Current address and phone number?
12. Emergency number for parents or guardian?
13. Need for financial assistance such as free lunch, textbooks, etc.?
14. Other special problems, plans, or achievement?

NAME ______________________ DATE ______________________

Age __________ Sex __________ Last grade completed __________ Class __________

DIRECTIONS: The incomplete sentences listed below are for you to complete as rapidly as possible with the first thing that comes to your mind. A single word or a brief phrase may complete a sentence. You should try to complete all of the sentences within fifteen minutes.

1. My hobby ______________________
2. In my spare time I ______________________
3. The subject that is hardest for me is ______________________
4. I want ______________________
5. My chief worry ______________________
6. My friends ______________________
7. At times ______________________
8. I think about ______________________
9. Being alone ______________________
10. My family ______________________
11. I can't ______________________
12. Teachers ______________________
13. My mind ______________________
14. The subject I like best is ______________________
15. At my home ______________________
16. Writing is ______________________
17. My brother ______________________
18. At my school ______________________
19. Secretly I wish ______________________
20. My greatest trouble ______________________
21. Most of the students in this class ______________________
22. The idea of justice ______________________

23. It is fun ____________________ .
24. If I had $100 I would ____________________ .
25. Girls are ____________________ .
26. I cannot understand what makes me ____________________ .
27. It is hard to ____________________ .
28. My father ____________________ .
29. I like ____________________ .
30. I work best ____________________ .
31. My worst ____________________ .
32. It is impossible to ____________________ .
33. My looks ____________________ .
34. At home my school ____________________ .
35. Boys are ____________________ .
36. ____________________ is a waste of time .
37. I envy ____________________ .
38. I am sorry ____________________ .
39. My mother ____________________ .
40. Art is ____________________ .
41. I dislike ____________________ .
42. My best friend ____________________ .
43. The worst thing about school ____________________ .
44. Many of my dreams ____________________ .
45. Any student who turned down this school ____________________ .
46. I love ____________________ .
47. The subject I like least is ____________________ .
48. I can ____________________ .
49. If I had $5 I would ____________________ .
50. When asked to try again ____________________ .

- 3 -

CURRICULUM INPUT

DECISION MAKING–UTILIZING ETV PROGRAMS

(Inside/Out, Bread and Butterflies, Self-Incorporated)

Step 1: As soon as school starts, contact ETV and secure teacher manuals for each teacher: sixth grade using the *Inside/Out* program, seventh grade using *Bread and Butterflies*, and eighth grade using *Self Incorporated.*

Step 2: Meet with each teacher and explain the use of the program and materials provided in the teacher's manual you are giving them. Pre- and post-viewing discussions are a must!

Step 3: Offer to schedule and demonstrate a program in each teacher's classroom.

Step 4: If no requests to demonstrate the programs follow, go ahead and invite yourself. (Once the teachers see it done, they will continue using them.)

Step 5: During the year, check back with the teachers to encourage use of the programs or conduct additional ones.

CURRICULUM INPUT

ACTIVITY

Assist school staff in use of test data to strengthen the instructional program.

1. Meet with teachers and review the results of the test.
2. Show teachers how to read the print outs. Do not assume they understand this.
3. Illustrate how to determine the weak and strong points of your school.
4. Use item analysis to find specific areas that need to be strengthened. Teachers should spend more time on these areas in working with students.
5. Have teachers list positive steps to strengthen weak areas.

MINI-COURSES

PURPOSE

To expose students to a variety of activities and interest areas.

1. Survey student body for interest areas.
2. Organize Parent Advisory Committee.
3. Enlist cooperation and skills of teachers.
4. Combine parent, student, teacher suggestions to determine offerings.
5. Enlist services of teachers and community volunteers as instructors.
6. Assist principal in scheduling activity period for courses.

   Examples:

   a. Shorten academic periods once a week.
   b. Use regular in-service days. Students are usually in school for one half day.
7. Have students sign up for courses.
8. (Optional) Repeat after six to eight weeks. Students will choose a new course.

UTILIZING STANDARDIZED TEST SCORES

1. Use standardized tests or interest surveys to determine achievement and personal profiles of the students. After test results are received, conduct small group discussions concerning results of the tests, encouraging students to attempt to relate their academic achievement with their personal interests.

2. Provide in-service training for teachers to show them how to give feedback to students on academic and personal performance in the classroom, and encourage them to give feedback on a regular basis. Information included in the cumulative record, as well as class grades and standardized test scores, can be used by the teachers in holding discussion with the students and in designing programs to meet their needs.

3. In individual or group settings, have students chart on a graph how they would project their abilities and achievement. Compare these results with those indicated by standardized test scores. Use value clarification activities to help students clarify particular values involving concepts of strengths and weaknesses.

ACTIVITIES ON SELF AWARENESS AND SELF CONCEPT

Art Activities

1. Personal collage: provide each child with a capital letter I made from poster board. Using pictures from magazines, children make a collage of things that represent themselves.

2. Provide children with a two pocket folder made from construction paper. Label the pockets as follows: "Things I can do by myself" and "Things I can do with help." Let children cut out the pictures that represent the different tasks that fall into these two categories.

3. Name banners: let each child create his or her own individualized banner that they can wear.

4. Using paper plates and other scrap materials, children make faces depicting different feelings.

5. Using butcher paper, trace around each child's body and then cut out their body image and let them paint them. Display the children's body images in the room. Each morning provide expressions such as happy smiles or frowns for the children to attach to their body image to indicate their mood. Group time could be provided to let children express why they feel the way they do.

6. Let children make: *A Book About Me!* Each day for about a week have children draw pictures to illustrate the following: This is me; Things that make me happy; Things that make me sad; It scares me when. . .; and Things I like to do in school. . . .

7. Classroom family tree: let children draw self portraits on small pieces of white cardboard. Using yarn, attach portraits to a large branch from a tree that is secured in a bucket filled with sand. This project lets children maintain their own identity and also helps them identify with the group.

8. Make a bulletin board entitled, Happiness Is . . . Let children cut out their own smiles and have someone write on each child's smile what happiness is to him or her. This can also be done with sadness.

9. As a follow-up activity for *T. A. for Tots*, let children make "warm fuzzies" and "cold pricklies."

Language Arts Activities

1. Use a full length mirror to show children what they look like and how they look to each other. Three children might stand in front of the mirror and decide who is the smallest or largest. Help the children notice similarities and differences. The mirror can also be used to express feelings such as anger, happiness, sadness, etc. Ask the questions: What does a frown mean? What does a smile mean? Which do you like better?

2. Positive sessions: it takes practice to say something nice about someone; let children exchange positive comments about each other.

3. Discuss what makes people happy and sad. When a person is sad and has problems, what should a person do?

4. Pantomime: let children act out different emotions.

5. Provide each child with a spinner wheel of feelings and, using pictures illustrating different feelings, have the children move their spinner to the correct picture on the wheel that matches the feeling in the picture. Or let children take turns acting out the feeling the spinner lands on. Another variation would be to take turns having one child act out a feeling and have the rest of the group guess which feeling the child is acting out.

6. **A Good Thing List:** have children sit in a circle; a sponge ball is thrown to a child to catch as a signal for him to sit in the "spotlight" chair. Then the other children suggest things the child in the chair does well.

7. **Things I Love:** play the song, *I Love,* by Tom T. Hall, in which he sings about the simple things he has found in his life that are loveable. Then have children draw a picture of something they love. After they finish their drawings, they can share their pictures and tell what they love and how they give love in that particular instance.

8. Story books are a good source to use with children to help them gain a better understanding of themselves.

9. Let children share with each other who their best friend is and why that person is their best friend.

CURRICULUM PLANNING

Establish regular planning conferences with students to enable them to assess their short- and long-range plans and progress in academic and non-academic areas.

Set up an advisory program where teachers are responsible for assisting a certain number of students to evaluate their progress in the classroom.

Assist students in developing realistic academic programs based on interest and ability through activities designed to develop decision-making skills.

Request that administrators involve students directly in curriculum planning and the development of non-academic activity groups. Students could serve on a curriculum committee, or they could represent the school enrollment regarding both academic and non-academic programs.

EXAMPLES OF EVIDENCE

Collect evidence of student performance and its consistency with student abilities and interest. Evidence might include:

A. Comparison of achievement data with ability and interest data.

B. Records of:

1. Choice of electives
2. Choice of activities
3. Participation in activities designed to reduce weaknesses
4. Non-academic achievement
5. Out of school achievement
6. Employment

C. Teacher records and reports of:

1. Successful completion of club and other projects
2. Completion of assignments on time
3. Student responses in class and guidance sessions

INTEREST GROUPS

PURPOSE: Students will develop realistic personal goals.

ACTIVITY: Organize interest groups to be incorporated into the curriculum which could be academic, vocational, or recreational in nature. In developing such programs, be sure to survey student interests, match student interest with teacher skills, offer choices throughout the year on a six- or nine-week basis, and follow up progress at the end of each period.

Select a pilot group of students at the beginning of the year to write a brief description of their personal goals in specific areas such as occupational choice, leisure activities, family life, or contributions to society. At the end of the year, have the same students reread their reports and discuss changes that occurred in their basic philosophy as goals, considering possible causes.

ACTIVITY CENTER

How to set up an activity center:

1. Determine what interests students have; survey total student body.

2. Determine the grade level on specific subject areas for the particular students.

3. Construct activity centers based on information from numbers "1" and "2." Use games and activities laminated for reuse if feasible.

4. Meet again with teachers about scheduling specific students to work on specified activities with tutors.

5. Let tutors and students choose, with teacher's suggestions, activities that give students success experiences.

6. Get regular feedback from volunteers, students, and teachers about whether center materials are effective: all parties feel successful; schedule is working; etc.

- 4 -

CLASSROOM BEHAVIOR

MANAGEMENT

DESCRIBING A TYPICAL SITUATION IN MAINTAINING CLASSROOM DISCIPLINE

Directions: Use the spaces below to write a brief description of a situation from your teaching experience which involved your recognition of a problem and the action(s) which you implemented in an attempt to solve the problem.

1. Describe the situation, giving sufficient background about the class or activity, student(s) involved, contributing events and people, etc. (Use their initials, or pseudonyms to protect the privacy of individuals and institutions.)

2. Explain the action(s) which you took, writing a brief rationale that indicates why you chose that particular action (e.g., "I felt that I had to assert my authority or risk losing control of the class," or "I wanted to test X approach to classroom management," etc.).

3. Describe the results or effects of your chosen action(s).

BEST COPY AVAILABLE

BEHAVIOR CONTRACTS

What are they?

An effort to emphasize positive behavior.

When do you use them?

Generally if all else fails, try this.

Who advocates them?

Initially, I learned how to use them through the ____________ ________ County Mental Health Center. Sid Simon, in his book, *Meeting Yourself Halfway*, also advocates them.

How do you set one up?

Very fairly. Ask the child what the problems are. The two of you decide on the three (3) behaviors that need to be emphasized now. And of course, I'm always available to set one up for you and for your students. The contracts work, and for some students, it might be the first time they ever had a chance at an "A" or "B" in school.

Examples of terms used so far this year in this school:

no fighting
no throwing
no cursing
share turn to talk
talk only when called on by teacher
don't make faces
pay attention to the teacher
do paperwork
be quiet
stay in desk
raise hand for permission to talk
no backtalking or smart mouthing

Examples of rewards used so far this year in this school:

get more information on auto mechanics
get to go to resource room
put science things away end of day
first in lunch line, second in lunch line, last in line
sweep
go to dance
go to football game
grades

Are contracts bribery?

No. They are an effort to emphasize positive behavior; to show a child that he can be good; to show that when we behave well, the consequences of that behavior will be other good things happening to us. They help to build students up, to get them feeling good and proud about the things they can do. With a little help from our friends, we can all do better.

____ Behavior Contract for School

Start: ____________________

End: ____________________

Terms: 1. ____

2. ____

3. ____

____
Signature

____
Teachers' Signatures

TIMES DAYS	8:30–9:25	9:25–10:20	10:20–11:15	11:15–12:10	12:10–1:05	1:05–2:00	2:00–2:55
Mon.							
Tues.							
Wed.							
Thurs.							
Fri.							

Evaluation:

A do all 3 things
B do 2 behaviors
C do 1 behavior
D did not do any behaviors

Rewards: ____________________

____

____

____

______________________________ Behavior Contract for Home

Start: ______________________________

End: ______________________________

Terms: 1: ______________________________

2. ______________________________

3. ______________________________

____
Signature

____
Parents' Signatures

Days:

Sunday ______________________________

Monday ______________________________

Tuesday ______________________________

Wednesday ______________________________

Thursday ______________________________

Friday ______________________________

Saturday ______________________________

Evaluation:

A - do all 3 behaviors
B - do 2 behaviors
C - do 1 behavior
D - did not do any behaviors

Rewards: ______________________________
____
____
____

I've Got an Offer You can't Refuse

If ______________________________

____

by ______________

Then ______________________________

____

____

______________ date

______________ student

______________ witness

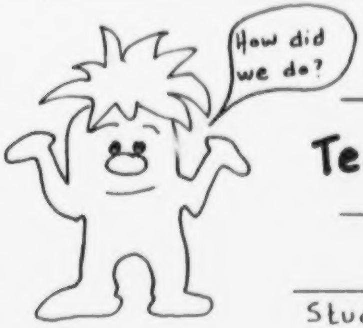
______________ teacher

______________________'s

Good Citizen Contract

I think I can ______________________

______________________ by ____________


How did we do?

Then I can ____________

____

Teacher will help by ____________

____

____________ ____________ ____________

Student Teacher Date

A BEHAVIOR CONTRACT

Class Behavior	Points
1. Walk into classroom on time without running	1
2. Sits in (his/her) seat quietly and waits for teacher's instruction	1
3. Check out work folder or get pencil, paper and book or books out on desk	1
4. Ask teacher or aide for your daily assignment	1
5. Report to the teacher or aide with completed assignment	1
6. Check and correct work (no points are counted off for incorrect work)	1
7. Do not prevent others from working	1
8. Achieve at least 70 percent correct answers on worksheets	1
9. Return your folder to the file	1
10. Leave the room quietly without running	1

A. 100 points ____________________ minutes ____________________

B. ____

Student's Signature Date

____

Teacher's Signature Date

____

Aide's Signature Date

HOW TO MAINTAIN GOOD DISCIPLINE

Discipline is one of the primary responsibilities of the instructor. In some schools it is a minor problem; in others, it is a major consideration. Poor disciplinary measures often account for the success or failure of a teacher. This bulletin deals with methods for preventing the necessity for disciplinary measures, and suggestions for solving problems when they arise.

1. Understand that correction is the purpose of discipline.

   Educationally, discipline is not chastisement. Disciplinary action seldom means that pain is inflicted upon the student for some misdemeanor. Discipline is a systematic training for the improvement of the students' actions and attitudes.

2. Make all reprimands with justice and tact.

   It is wise, when you are feeling unwell or are angry to refrain from any drastic action until you have had the opportunity to feel better or cool off.

3. Be consistent in disciplinary actions.
4. Consider the student's mental and physical condition.
5. Seek the actual cause of the student's poor work or poor attitude.
6. Do not be influenced by a student's reputation.
7. Control order through an interest in work.
8. Be sure that all students can hear and see clearly.
9. Provide sufficient working materials.
10. Stop disorder at its orgin.
11. Recognize that a student's work is just as important to him as your work is to you.
12. Handle all disciplinary cases yourself whenever possible.

    A good teacher is one who seldom needs to call upon higher authority to maintain discipline in his class. Discipline is usually his responsibility, not the job of supervisors and principals. Report only the major infractions to higher authority.

13. Employ positive procedures.

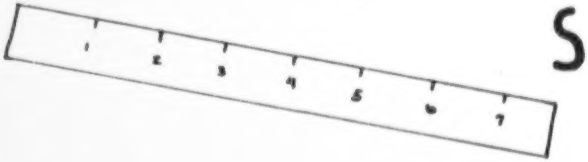
    Give instructions and make corrections positively, not negatively. Say, "Do this", avoid saying, "Don't do that."

14. Make only necessary rules and rigidly enforce them.
15. Avoid assigning school work as punishment.
16. Do not discipline an entire class for the acts of an individual.
17. Avoid arguments with students.
18. Avoid using abusive language.
19. Refrain from becoming too familiar with students.
20. Cooperate with others in maintaining discipline.

    The maintenance of discipline is not only the individual job of the teacher, but a collective one embracing all of the instructors of a school.

21. Make the disciplinary action fit the deed.
22. See that students do not live in fear.
23. Refrain from using "third degree" methods.
24. Refuse to get excited over misdeeds.

Let's get something STRAIGHT



____________________ has agreed to __________

____

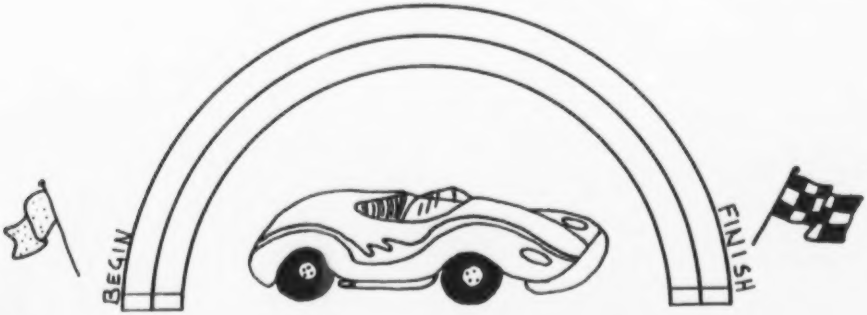
Then ____________ will ____________________

____

date __________ Witness ____________________

If ______________________________________

______________________ by ______________


BEGIN
FINISH

then ____________________________________

____

____

STUDENT TEACHER DATE

SUCCESS

NOTHING SUCCEEDS LIKE SUCCESS!!!!!

Johnny learns best when he anticipates success. . .failure leads to an unpleasant emotional reaction.

We **LIKE** to do those things with which we are **SUCCESSFUL!** . . .make it impossible for Johnny to fail.

First reactions are important – whether it be fractions. . .or football.

REPEATED FAILURE causes Johnny to give up–**WHY TRY?** The novice golfer soon gives up if does not have some success. . .so does Johnny!

SUCCESS and **READINESS** go hand-in-hand. The expert teacher knows when Johnny is **READY** to **SUCCEED.**

Even the slowest learner in the class can be provided with some tasks at which he will find **SUCCESS.** . .**IF** the teacher is skillful.

It is the teacher's responsibility to prevent repeated frustration!

Repeated failure lowers the threshold of failure for the student.

Remember that **PRAISE** is a powerful force! Find something for which Johnny deserves praise. . .every day, if you can.

TO INSURE SUCCESS...

DO know each child

DO gear the lesson to Johnny's capabilities

DO expect a wide range of abilities

DO make sure Johnny has some degree of success each day

DO capitalize on Johnny's **STRENGTHS**.

DO minimize Johnny's **WEAKNESSES**.

DO understand individual differences.

DO look for the **STRENGTH** in each child.

DON'T expect all "sixth graders" to perform a given task with equal success.

DON'T give "blanket" assignments.

DON'T expect the same quality of work from each student.

DON'T let Johnny go through an entire school day without at least one "success."

DON'T constantly point to Johnny's **SHORTCOMINGS**.

DON'T "rub in" Johnny's weaknesses with extra assignments.

DON'T assume "failure" in those subjects taught in school means failure in life.

DON'T look for the weakness in each child.

Look at Me!

And if that's not enough here is what I plan to do next:

____

When I do, I'll be able to ____________________

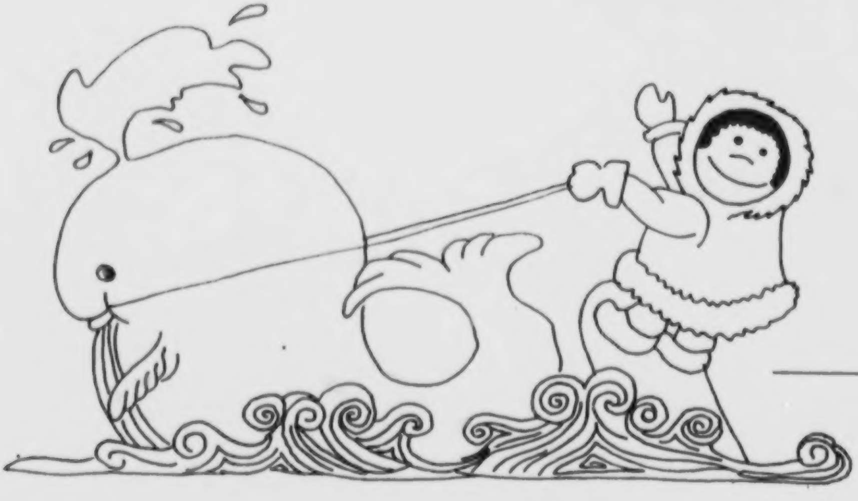
____

And I will have it done by ____________________

________	________	________	________
date	student	witness	teacher

GOOD WORK...

and that's no blubber!



____

did a whale of a good job at ____________________

____

____

POTENTIAL REINFORCERS FOR ELEMENTARY STUDENTS

Material

Food

Privileges or Activities

Recess (extra or longer)
Group leader
Go to library
Room "manager"
Hall monitor
Listening to records
Get to choose song in music class
Individual conference on progress
Field trips
Sharpen pencil
Reading own composition to class
No homework
Choice of seat mate (for day, week, permanent)
Raise flag for day or week
Watch selves on video tape
Pass out milk
Having parents visit
Make gift for parent
Ride in seat behind bus driver
Schedule so high probability follows low probability activities
Play instruments
Crafts activities
Head of lunch line
Erase boards
Go to principal's office
After school activity
Tutor another pupil
Day to chew gum in class
Have picture taken
Picnics
Cafeteria helper
Displaying work to another class
Demonstrate hobby to class
Host in front hallway on parent's day
Go home early
Planning daily schedule
Collect lunch tickets
Independent study
Principal's helper for day
Free activity corner in room (puzzles, games)
Schedule group, then individual, activities
Perform before a group
Helping custodian
Fixing bulletin board
Run errands
First or last in line
Early dismissal
Play game
See films
Party
Drink of water
Student government activity
Displaying work to principal
Making and viewing video tape
Team captain
Select bulletin board topic
Academic contests
Story time
Have lunch with teacher or principal
Schedule quiet, then noisy activities
Time to lie on floor, sit on desk, study outside

Social

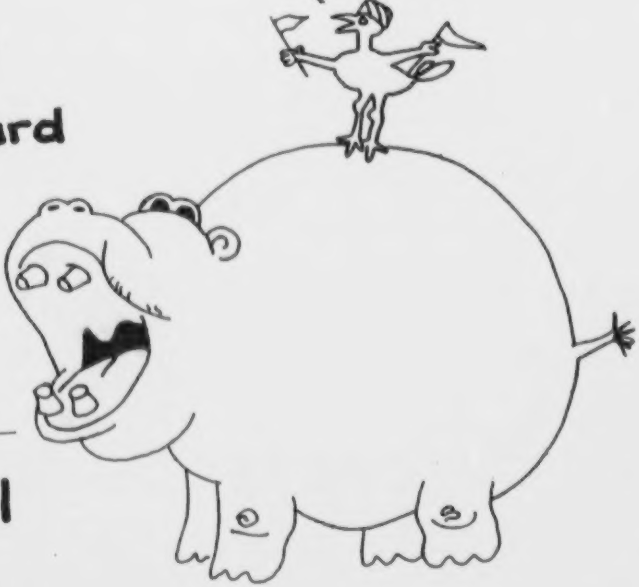
Smiles, winks
Verbal praise
Posting picture (student of month) can be done weekly in each class
Principal praise
Being voted most improved student in academic area
Eye contact
Phone call to parents
Pat on back
Display self-picture
Get to time self with stopwatch
Physical contact (touches and squeezes)
Homework (good papers) on bulletin board
Being on school patrol
Positive comments written on papers

Token

Badges to be worn for day signifying staff to give positive attention
Special certificate of completed work
Seeing progress on graph toward going on picnic
Points
Happy face on paper
Big red "C" on paper
Note to parent about good work
Stars
Grades
Honor roll
Noting academic progress on chart

HIP- HIPPO - RAY

____



has earned this

achievement award

for____________________

____

____

and that's no small

accomplishment

____

date ____________________

signed ____________________

Seal Of Approval

earned by

____

for ____________________

____

____

VOTING. . .& ADDITIONAL QUESTIONS

It is necessary to discuss negative or "bad" feelings if one is to develop a healthy self concept. If a child thinks some of his feelings of hostility, aggression, anger, and hate are unnatural or "bad," he will begin to perceive himself as bad or unnatural. Being able to talk about these feelings in a group has two positive effects on the child's self image. First, it provides him with an opportunity to defuse some of the feelings by talking them out rather than acting them out in a potentially destructive way. Second, as a child sees that he is not the only one who sometimes wishes his older brother were dead or gets angry with his parents, he will see that his feelings are natural and common responses to similar emotional situations that he shares with his classmates. He will discover that it is acceptable to have these feelings—that it is "OK" to be the person he is.

To get at negative feelings, let students "vote" by raising their hands to indicate their experience with some of the following types of common childhood problems. Maintain an open and accepting environment of trust and empathy as you ask such questions as:

How many of you. . . .

Are afraid of ghosts? Ever get scared? Like to get angry?
Are afraid when your parents get angry?
Are afraid when your parents fight?
Sometimes want to destroy everything in sight?
Get so mad you could hit someone?
Think you get bossed around too much at home? in school by
your friends? by grown ups in general?
Like one parent more than the other?

Use your creativity and experience to generate other questions, or ask your students to bring in their own lists of things that evoke negative feelings. Give them the opportunity to discuss any or all of these questions by simply asking, "Would anyone like to say anything about any of the questions?" That is usually all students need to get them into a lively discussion that fosters ventilation and reassurance as they see their feelings are common to others.

You might follow this up by having the children draw a picture of the event that caused the negative feeling to occur, by writing a story about the event, by role playing or brainstorming alternative procedures for handling such events, and by setting goals to overcome, deal with, or avoid such situations in the future.

We have listed below some samples of other questions to give you an idea of the range of possibilities. Precede each question with a statement such as, "How many of you . . ." or "How many here . . ."

Know what you want to do/be when you grow up?
Like to be teased? Sometimes tease others?
Are afraid of the dark? Of wild animals?
Think school is fun? Think school is hard?
Get spanked a lot?
Are the oldest child? The youngest? Middle? Only child?
Cry a lot?
Feel that life could be better for you?
Are in love right now? Wish you were in love right now?
Feel that life has not been fair to you?
Would like to change your name?
Feel happy most of the time?
Feel you have a communication problem with your parents?
Like one of your parents more than the other?
Feel closer to one of your parents than the other?
Get an allowance? Have to work for it?
Would like to change something in the way you look?
Have had a scary dream in the last month?
Have a lot of secrets that you keep?

Think people might not like you if they knew who you really were?
Think people would like you if they knew who you really were?
Don't like to talk in class?
Find it easy to make new friends?
Have been in a serious accident?
Have ever wanted to hurt someone for something they did to you?
Would rather be older or younger than you are right now?
Would like to live somewhere else?
Daydream sometimes?
Have had a tooth pulled?
Feel you have to work too hard?
Enjoy being outdoors more than being indoors?

These are just a few ideas to get you started. The best questions come from the concerns and interests of the students themselves. A great idea is to have students make up their own lists of questions and have them, or you, read it to the class.

HELPING STUDENTS UNDERSTAND THEMSELVES AND OTHERS

In a group counseling session, have magazines, scissors, glue or paste, and construction paper available. Ask students to find pictures, phrases, or labels that describe them. Then paste pictures on construction paper. After they have finished, have students reassemble in the group and then tell the group how the collage describes them, their dislikes and their likes. At the end of the descriptions, have students summarize with "I learned" statements. Example, "I learned that ______________________." These collages may be displayed on bulletin boards in entrance halls if the students desire to share them in such a manner.

SIX STEPS IN DECISION MAKING

1. You encounter a problem.
2. You gather information about the problem.
3. Suggest a variety of alternatives and consider the consequences of each.
4. You weigh your values in light of each possible solution.
5. You reach a decision and are proud of your choice.
6. You act on your decisions.

SENTENCE ____________________ COMPLETION

1. Nothing makes me more angry than ____________________
2. I feel bad when ____________________
3. What gets me in trouble is ____________________
4. Who is your best friend ____________________
5. I like to play best with ____________________
6. I feel afraid when ____________________
7. I cry when ____________________
8. I'd like to know ____________________
9. Do you raise your hand in class ____________________
10. I am happiest when ____________________

ANTI-SOCIAL

"If one wants children to express their feelings in writing, one must be prepared to receive feelings which are considered anti-social as well as acceptable. One must be willing to wade through a great deal of kaka and to have faith that something more interesting will emerge when the scatology has run its course. One must convince the children that the freedom to express their innermost thoughts is meant in earnest."

From
Discipline Without Tears
by Dr. Rudolf Dreikurs & Pearl Cassell

HOW TO CORRECT CHILDREN'S MISBEHAVIOR

By interpretation of the four mistaken goals

Up to 10 years old

Child's Action & Attitude	*Teacher's Reaction	+Ask these specific questions to diagnose. . .	Corrective Procedure
NUISANCE Show off Clown Lazy Puts others in his service, keeps teacher busy. Thinks, "Only when people pay attention to me do I have a place."	**FEELS ANNOYED** Gives service Is kept busy Reminds often Coaxes Thinks "He occupies too much of my time." "I wish he would not bother me."	**GOAL 1** **ATTENTION** A "Could it be that you want me to notice you?" or B "Could it be that you want me to do something special for you?"	**NEVER GIVE ATTENTION WHEN CHILD DEMANDS IT** Ignore the misbehaving child who is bidding for attention. (Pushing, nagging, giving service, advising, is attention.) Do not show annoyance. Be firm. Give lots of attention at any other time.
STUBBORN Argues Wants to be boss Temper tantrums Tells lies Disobedient Does opposite to instructions Does little or no work Says, "If you don't let me do what I want you don't love me. Thinks, "I only count if you do what I want."	**FEELS DEFEATED** Teacher's leadership is threatened Thinks, "He can't do this to me." "Who is running the class? He or I?" "He can't get away with this."	**GOAL 2** **POWER** A "Could it be that you want to show me that you can do what you want & no one can stop you?" or B "Could it be that you want to be boss?"	**DON'T FIGHT–DON'T GIVE IN** Recognize & admit that the child has power. Give power in situations where child can use it productively. Avoid power struggle. Extricate yourself from the conflict. Take your sails out of his wind. Ask for his aid. Respect child. Make agreement.

VICIOUS Steals Sullen Defiant Will hurt animals, peers & adults. Tries to hurt as he feels hurt by others. Kicks, bites, scratches. Sore loser. Potential delinquent Thinks, "My only hope is to get even with them."	**FEELS DEEPLY HURT** Outraged Dislikes child Retaliates (Continual conflict) Thinks, "How mean can he be?" "How can I get even with him?"	**GOAL 3** **REVENGE** A "Could it be that you want to hurt me and the pupils in the class?" or B "Could it be that you want to get even?"	**NEVER SAY YOU ARE HURT** Don't behave as though you are. Apply natural consequences. (Punishment produces more rebellion.) Do the unexpected. Persuade child that he is liked. Use group encouragement. Enlist one buddy. Try to convince him that he is liked.
FEELS HOPELESS "Stupid" actions Inferiority complex Gives up Tries to be left alone Rarely participates Says, "You can't do anything with me." Thinks, "I don't want anyone to know how inadequate I am."	**FEELS HELPLESS** Throws up hands Doesn't know what to do Thinks, "I don't know what to do with him." "I give up." "I can't do anything with him."	**GOAL 4** **DISPLAY OF INADEQUACY** A "Could it be that you want to be left alone?" or B "Could it be that you feel stupid and don't want people to know?"	**ENCOURAGE WHEN HE MAKES MISTAKES** Make him feel worthwhile. Praise him when he tries. Say, "I do not give up with you." Avoid support of inferior feelings. Constructive approach. Get class cooperation with pupil helpers. Avoid discouragement yourself.

*Teacher's reaction must **NOT** be expressed since the "natural" reaction in these circumstances will only reinforce the child's mistaken goal, except in Goal 2.

+All four questions must be asked of the child in this order, even though the goal may be suspected. Do not change the wording.

EXERCISE I

Problem 1

Johnny refuses to finish his math and is scribbling on his paper. Johnny is also sullen and defiant. After the principal had punished him, he threw a brick through the classroom window. When he plays ball with the other boys and his team is losing, he always moans and calls the opposing team cheaters. The teacher wishes Johnny were not in her class. She feels hurt and outraged by his behavior. She even dislikes him and often says, "How can he be so mean!"

Goal ____

Corrective Procedure: ______________________________

Problem 2

David is sitting, occasionally glancing around, and doing his mathematics as slowly as possible. He writes three numerals and rubs out two. He tries to write them better. Finally after fifteen minutes, he is satisfied so gives his attention to the second simple question. Meanwhile, the teacher has been moving about the room helping others and reminding David to hurry up. The teacher keeps wondering how she is going to make David complete his work on time.

Goal ____

Corrective Procedure: ______________________________

Problem 3

Paul constantly argues with the teacher. In every science or history lesson, he interrupts, saying the teacher is wrong. When he is asked to read his textbook, he deliberately tells jokes to the other students to distract them. Most of the teacher's lessons are spoiled by Paul. Whatever the teacher asks him to do, he does the opposite.

Goal ____

Corrective Procedure: ______________________________

Problem 4

Jenny walks into the history class, looks around, sits down and starts to play with her pen. As the lesson proceeds it is obvious to the teacher that Jenny is taking no part in the lesson. She spends most of her time gazing out of the window. After the assignment is given, the teacher walks around and notices that Jenny has made no attempt to even start the assignment. The teacher tells Jenny she will have to come back after school if she doesn't finish the assignment in class. Jenny shrugs her shoulders and tells her that every other teacher wants her to stay as well. The teacher feels helpless.

Goal ____

Corrective Procedure: ______________________________

EXERCISE II

The teacher's emotional reaction to a child's misbehavior is probably the most accurate clue to the child's mistaken goal.

See if you can determine the child's goal from the teacher's reaction indicated by each of the following statements.

Goal

1. "Stop that, you're starting to annoy me." ______________________
2. "I don't know what to do with you. I give up!" ______________________
3. "Ok, who's the boss around here?" ______________________
4. "I can't do a thing with that kid. Nothing will make him do his work." ______________________
5. "How can she be so mean?" ______________________
6. "I don't want to tell you again. Stop tapping that pencil." ______________________
7. "Who does he think he is? He can't do this to me." ______________________
8. "I'll get him for that." ______________________
9. "I wish she would stop pestering me every recess." ______________________
10. "Get down to the office. You've had it now." ______________________

TRACKING DOWN THE FACTS

__________ has agreed to

____

__________ by __________

__________ can __________

____

__________ Detective

__________ Witness

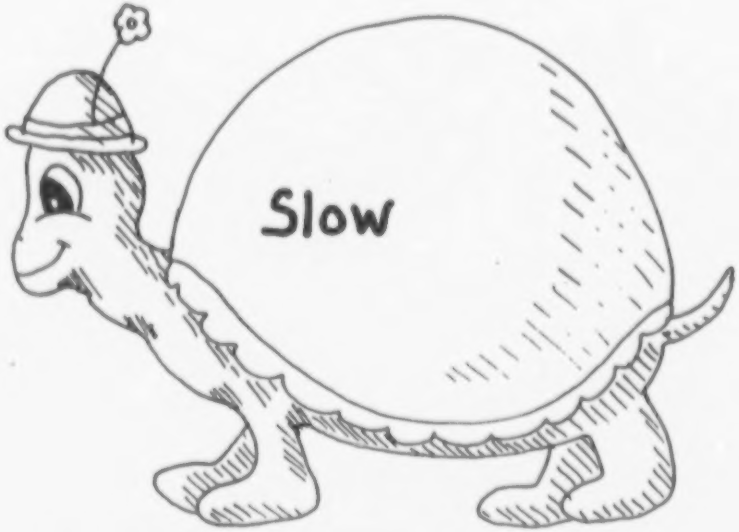
__________ date

For slowing down and trying harder,

THE CAREFUL WORKER AWARD

is presented to

____



____

witness

____

date

- 5 -

CONSULTATION

POTENTIAL REINFORCERS FOR AGES TWELVE TO EIGHTEEN AT HOME

Material

Favorite meal
Clothes
Books
Radio
Bicycle
Electric razor, hair brush, dryer
Having own room
Having a soda with dad
Soda
Television
Watch
Select own gift
Make-up (girls)
Records
Private phone
Stereo
Jewelry
Own telephone
Guitar

Privileges or Activities

Dating privileges
Participate in activities with friends
Have friends over
Dance or music lessons
Refrigerator privileges
Redecorate own room
Skating
Additional time on telephone
Playing stereo
Make trip alone on bus or plane
Choosing own bedtime
Part time job
Car to school for a day
Getting driver's license
Reading
Extended curfew
Car privileges
Stay up late
Stay overnight with friends
Time off from chores
Kidding and joking
Date during week
Opportunity to earn money
Selection of television program
Being chairman of family meeting
Getting to use family camera
Sewing own clothes (girls)
Watch television (choose program)
Decorate own room
Camping out
Summer camp
Expensive haircut
Go to Disneyland or other amusement park
Discussion with parents
Allow to sit alone when family eats out
Getting to sleep late on weekends

Social

Smiles
Attention when talking
Winks
Hugs
Being asked for opinion
Verbal praise
Head nods
OK gesture with thumb and finger

Tokens

Extra money
Having own checking account
Allowance
Driver's license
Magazine subscription
Gift certificate

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PRIVATE DISCUSSIONS

Without attempting to assume the role of "counselors" in the professional sense, teachers can gain new insights, increase their effectiveness in the classroom and improve school and personal relationships by learning to communicate more sensitively with students. Here are some techniques for listening and talking to students on a one to one basis.

LISTENING

1. Invite the student to share with you. "What's happening?" or "Could we talk about it?" means "You are important to me and I care about you as a person." Careful selection of words when you are inviting the student to talk with you are important for bringing the real feelings and concerns out into the open. Once the teacher senses the emotion, she (or he) can respond with a "feeling-level" word. For example, if a child shows anxiety, the teacher can say, "You are worried about something? You seem upset. Want to stay for a few minutes and tell me about something that happened?" Examples of feeling-level words:

Positive Feelings	**Negative Feelings**
want	bother
like	dislike
enjoy	hate
wish	hit
love	hurt
praise	worry
fun	uncomfortable
pleasure	unpleasant
happy	painful
proud	resentful
thrilled	embarrassed
glad	sorry

Inner tensions are relieved, and harmony and self-confidence begin to return when feelings are verbalized.

2. The second step in the listening process is the "non-evaluative accepting" phase in which the teacher gives his full attention to the student and tries to keep continuous contact and lead the speaker on without interrupting, interpreting or influencing. A nod of the head or an "uh huh" will most often be sufficient. Expressions which reveal shock, alarm or disgust will often cause the student to dramatize for the teacher's benefit.

3. Sometimes underestimated and often difficult for some people to use, the simple and undemanding act of silence can be an effective technique. It has been said that silence is "often the deepest and most worthwhile part of the entire listening experience." Silence gives time for deep introspection and self-evaluation; however, the student must be able to tell by the teacher's attitude and acceptance that the silence is not being used as punishment or abandonment.

4. At the end of the experience together, it will be helpful for the student to summarize what has been revealed. If the student does not have the ability to do this, the teacher should not do the evaluating for him, but furnish clues such as:

   "I'm glad you shared these feelings with me. Is there anything else you would like to add?"
   "Has talking about this made you feel any different?"
   "We've gone over quite a few things, John; let's kind of review them very briefly."

TALKING

Teenagers are extremely sensitive to a condescending or patronizing tone. For this reason, teachers should be careful to form the speech habit of always addressing their students as fellow beings who are equals with them in dignity and worth, if not in wisdom and experience.

1. A very fundamental technique in communication at the feeling level is the "mirroring" technique. This is merely reflecting back to the speaker the feeling or situation that he has just told you. This not only shows the student that you are attending to what he is saying and that you understand, but also allows the student to see himself and how he comes across to others. It is helpful to watch for clues to feeling in body language as well as verbal language. Example: Student–"She thinks she's so cool switching around out there with that cigarette! She makes me sick." Teacher–"You're pretty disgusted with the way ______________ acts in the smoking circle." (It is usually safer to go a little deeper or stronger than the feelings really are rather than seeming to take the student's statement too lightly.)

2. Two techniques to avoid using are probing and questioning. Both methods put the student on the defensive and are very likely to block rather than facilitate conversation. It is difficult for one to develop trust in a person who is cross-examining him.

Reassurance as a response can have both positive and negative effects. Reassurance can help to strengthen a person's confidence if given as support. However, reassurance can be shallow and superficial and only serve to add to the student's feeling of loneliness or helplessness.

Example: **Negative reassurance.** "Oh, don't worry, I'm sure everything is going to turn out just fine at home." **Support.** "I know things are pretty rough for you at home right now, but you seem to be handling it with a lot of maturity."

CARING

More important than any technique that one can develop is the simple act of genuine concern or caring. Teenagers are experts in detecting sincerity–or the absence of it.

(Adapted from *Developmental Counseling,* Dinkmeyer and Caldwell, 1970).

SIXTY-FIVE WAYS TO SAY "GOOD FOR YOU"
by Edward S. Kubany

That's **really** nice!

Thank you very much.

Wow!

That's great!

I like the way you're working.

Keep up the good work.

Everyone's working so hard.

That's quite an improvement.

Much better.

Keep it up!

It's a pleasure to teach when you work like this.

Good job!

What neat work.

You really outdid yourself today.

This kind of work pleases me very much.

Congratulations! You only missed ______!

That's terrific!

I bet your mom and dad would be proud to see the job you did on this.

Beautiful.

I'm very proud of the way you worked (are working) today.

It looks like you put a lot of work into this.

Excellent!

I appreciate your help.

Very good. Why don't you show the class?

Thank you for (sitting down, being quiet, getting right to work, etc.)

Marvelous.

Groovy.

Right on.

You make it look easy.

That's coming along nicely.

I like the way Bill (the class) has settled down.

For sure.

Sharp.

That looks like it's going to be a great report.

I like the way Tom is working.

My goodness, how impressive.

You're on the right track now.

That's "A" work.

John is in line.

Mary is waiting quietly.

Dickie got right down to work.

Ann is paying attention.

That's clever.

Very creative.

Very interesting.

Good thinking.

That's an interesting way of looking at it.

Now, you've figured it out.

Clifford has it.

That's the right answer.

Now you've got the hang of it.

Exactly right!

Super.

Superior work.

That's a good point.

That's a very good observation.

That certainly is one way of looking at it!

That's an interesting point of view.

Thank you for raising your hand, Charles. What is it?

Sherrie is really going to town.

You've got it now.

Out of sight.

Nice going.

Far out.

TEACHER GROUPS

PURPOSE:

1. Provide spectator therapy (learning from another's experience)
2. Provide setting for exchange of ideas.
3. Examine alternate methods of dealing with problems where the approach in the past did not work.
4. Help teachers become aware of their own strengths and weaknesses.
5. Improve teacher/counselor relations.

GOAL:

Provide a means to enable teachers to handle their classes more effectively.

FUNCTIONS:

Leader

1. Structuring group so that purpose and focus are clear.
2. Be sensitive to feelings expressed and unexpressed.
3. Be a facilitator in the sense of coordinating the group.
4. Help members acquire an inventory of their particular strengths in working with children.

Teachers

1. Explore and openly discuss their feelings, beliefs and attitudes.
2. Work with others in the group on mutual concerns.
3. Participation in at least four out of six sessions for groups to be effective.
4. Develop insight about how students function in groups through their own experience in group participation.

GROUP QUALIFICATIONS:

1. Voluntary
2. A real interest in helping other members of the faculty as well as self.

TEACHER GROUP SURVEY

Please check the following:

	YES	NO
1. Would you be interested in a teacher group?		
2. Do you feel a group of this nature would be worthwhile?		
3. Would you be willing to participate during your conference period? (Possibly once a week or once every two weeks)		
4. If answer to number 3 is no, would you be interested in participating in a group from 7:30 a.m. to 8:00 a.m. or 3:15 p.m. to 3:45 p.m.?		

5. If answer to number 1 is yes, please indicate conference period below.

1______ 2______ 3______ 4______ 5______ 6______

SUGGESTIONS TO PARENTS FOR HELPING CHILDREN AT HOME

Parents are their child's first and most impressive teacher. From parents, a child learns basic values and attitudes, including an attitude toward school and the values placed on such tasks as learning to read, write, and do arithmetic. When the home emphasizes the importance of school and learning, the child is more eager to go to school and to learn.

There are many things that parents can do to help their children. Only a few of these things are listed here. As parents cooperate with the school in helping their children with the tasks listed below, children can be more successful in school and will develop a better self image. The parent-teacher partnership in learning is essential.

Some of the things parents can do to help their children are:

1. Listen to children talk.
2. Encourage children to ask questions and help children find answers to these questions by going to books.
3. Help children understand and use new words.
4. Take children to the library. Make going to the public library a habit. Build a home library.
5. Read books to children. Read yourself so the child sees a good model.
6. Talk with children about interesting things and new experiences.
7. Purchase books, games, and puzzles for children for holidays, birthdays, and the like. Let children help with the purchases of books, games, and puzzles.
8. Discuss things that happen to children at school, at home, at church, and at other places.
9. Help children with the selection and viewing of television programs.
10. Help children to learn to use and talk on the telephone.
11. Reinforce reading and other learning experiences introduced at school.
12. Play games with children. Such games may include board games, dominoes, checkers, word games, sound games (words that rhyme, words that begin alike, etc.), a toy typewriter, or a printing set.
13. Use pictures of places and things to encourage discussion.
14. Help children observe and discuss things seen.
15. Take children to different places, thus providing a variety of experiences. Going to the zoo, circus, and on special trips to new places helps children gain new understandings, knowledge of new words, and new concepts.
16. Help children learn better names and sounds.
17. Help children write their name, words, and letters.
18. Help children see likenesses and differences in things.
19. Help children discriminate size, color, shapes, position, details, and sequence of things.
20. Help children understand the meaning of new things or experiences.
21. Set a time for reading in the home and have everyone read. Discuss titles of books and pictures.
22. Have children read aloud to you.
23. Join book clubs and subscribe to magazines for children.
24. Get each child a picture dictionary, beginning dictionary, a globe, and, later, reference books and maps.

25. Provide a quiet time for study.

26. Encourage each child to begin some kind of hobby.

27. When riding in the car, encourage children to count animals they see along the road, read roadside signs and posters, and see how many states they can list by watching license plates of passing cars.

28. When working with your child, have him or help him read directions and follow them for building a model, following a recipe, and so on.

29. See that your child carries out instructions and follows through when told to do something. This teaches responsibility.

30. Provide a daily home chore for each child. It gives him a feeling of importance to be doing something worthwhile for others.

PARENT TEACHER CONFERENCES

The purpose of most parent teacher conferences is to report progress to parents or to discuss a problem that has arisen in connection with a child. Other purposes include keeping parents informed about the school program, securing their participation in a school community activity, finding out about their aspirations and plans for the child, and exchanging information about the child's home and school life. To achieve these purposes we need to consider attitudes regarding parent teacher conferences, conference procedure, and administrative policy in regard to conferences.

Some parents feel ill at ease in parent-teacher conferences because they do not understand the school's program because they had unpleasant experiences with some of their own teachers when they were in school, because they feel they are not rearing their child well, or because the teacher seems unfriendly. In all such conferences most of the responsibility rests on the teacher for being understanding toward parents and creating a favorable emotional tone. Look for strengths and virtues in the parents, for some are always present.

For a conference to be satisfactory, both parents and teachers must feel that each will learn something about the child that will improve his life in school or at home. Here again the teacher is primarily responsible for making sure that the conference achieves this purpose; usually he listens more than he talks, for in this way he finds out how to help both the child and his parents.

PREPARING FOR THE CONFERENCE: The first step in preparing for a conference is to invite the parents to attend. This may be done either by telephone, by a visit to the home, or in writing. The following form has been found satisfactory for a written invitation.

CONFERENCE APPOINTMENT BLANK

Dear ____________________, Could you come for a conference on (date) ____________________, (time) ____________________

________, (place) ______________________________.

If it is not possible for you to do this, please indicate a convenient time:

Date ____________________, Time ______________.

The purpose of this conference is to ____

(Signed) ____

The conference itself must be planned carefully, for it must be begun well, conducted efficiently, and ended well if it is to achieve maximum value. The following steps are suggested in planning the actual conference; they may, of course, be modified.

1. Make sure that the purpose of the conference is clear in your own mind, especially if you suggested it.

2. Set a definite time for beginning and ending the conference; this is especially important when a series of conferences run consecutively; furthermore, it helps the teacher end a conference satisfactorily.

3. Secure a quiet, comfortable room for the conference where you will not be interrupted and can talk confidentially. A classroom is not suitable unless other people can be excluded; a note on the door – "Conference in Progress" – may help.

4. Arrange the furniture so that the parents will be comfortable and will not face the light.

5. Have no desk, table, or other barrier between you and the parents.

6. Before the conference, analyze any pertinent information you may have concerning the child and his parents. If you are to report progress, be sure that all the information you need is at hand.

CONDUCTING THE CONFERENCE: Observing the usual amenities does much to make everyone feel comfortable. The following suggestions on how to get the conference started take into account your already developed social skills.

1. Greet the parents in a friendly, natural way, and ask them to be seated.

2. Express your appreciation for their coming to the conference.

3. In approaching the subject of the conference, make the parents feel interested and free to talk with you. Lead up to the subject casually; mention something attractive the mother is wearing. She may be getting ready for Thanksgiving or Christmas, the arrival of a new baby – any of these may be used for this purpose. Another excellent means of beginning the conference is to show the parents their child's classroom, or something he has done particularly well.

4. Bring out the purpose of the conference. If the parents have asked to see you, encourage them to state the purpose of their visit soon after it begins. If you have called them, tell them why. Usually, it is best to get to this point within five minutes (at the most) after the conference begins.

5. If the parents asked to see you, let them talk without interruption until they have said everything they want to say. Nothing helps a person who is emotionally upset, be he parent, teacher, or child, to gain more control of his emotions and to begin to think rationally about a problem more quickly than to have a sympathetic listener who does not interrupt. Getting rid of emotional tensions is better than suppressing them.

6. Point out the child's strengths and virtues before you mention his weaknesses. Parents always feel better when they know their child is succeeding at something.

7. Reflect the parents' feelings in your remarks to them. If a parent says, "Jimmy isn't doing as well in school as he should be," reply with something like, "You think Jimmy is not doing as well as you'd like." Do not say, "I think Jimmy is doing fine" or "Jimmy is not doing well."

8. Use the content of the parents' remarks, and the feelings they express, as a lead for your own remarks and questions. A parent who says, "Jimmy ought to have a brother or sister," is best answered by, "You think Jimmy would get along better if he had a brother or sister?" instead of, "I think so, too."

9. As needed, summarize the main points that are brought out (e.g., "Jimmy seems to be getting along fine at home but he often has trouble here at school. Is that how you see it?"). Help the parents see the problem more clearly as the interview progresses.

ENDING THE CONFERENCE: In concluding a conference, make plans for the next one. Outline what you and the parents intend to do as a result of the conference. "You, Mr. Corman, are going to play football with Jimmy and the boys one or two evenings a week. Mrs. Corman, you think that the new bicycle may help Jimmy get along better with the other boys because he'll have what most of them do. I'm going to put him in charge of the art supplies next week. Let's see how this works out. If both of you can come back for another conference in three weeks–that'll be November 5–we will talk things over again."

End the conference on an optimistic rather than a pessimistic note, and mention the child's good points rather than his weaknesses.

RATE THE SATISFACTIONS YOU NEED

Put a plus (+) to the left of each satisfaction that goes together with one of your strongest needs, and a minus (–) to the left of each satisfaction you do not seek. Circle the 3 to 5 satisfactions you want most from your job.

_____ Feeling important
_____ Working with words
_____ Being told what to do
_____ Releasing energy through activity
_____ Being treated like a person
_____ Working with numbers
_____ Getting attention
_____ Doing routine work
_____ Being a member of a group
_____ Having responsibility
_____ Working slowly
_____ Helping other people
_____ Being challenged intellectually
_____ Feeling sure of keeping your job
_____ Working with your hands
_____ Feeling proud of yourself
_____ Knowing why you are doing something
_____ Being liked by co-workers
_____ Achieving your ambition
_____ Working with things
_____ Being judged fairly
_____ Competing with others
_____ Feeling self-confident
_____ Doing precise work
_____ Becoming well known
_____ Having time and energy for other activities
_____ Exercising leadership
_____ Feeling suited to your work
_____ Running occasional risk
_____ Being creative or original
_____ Influencing people
_____ Moving about at your work
_____ Feeling morally worthy
_____ Eating good food
_____ Liking your co-workers
_____ Seeing the product of your work
_____ Feeling independent

_____ Always knowing what's next
_____ Dealing with people
_____ Being able to express your ideas
_____ Feeling safe from accident
_____ Making your family proud of you
_____ Traveling as part of your work
_____ Not having responsibility
_____ Doing things skillfully
_____ Talking to co-workers
_____ Doing an honest day's work
_____ Talking to others
_____ Encountering unexpected tasks
_____ Feeling a part of something big
_____ Having convenient working hours
_____ Doing things on your own
_____ Mastering an area of knowledge
_____ Feeling loyal to others
_____ Doing a variety of things
_____ Being promoted
_____ Working in pleasant surroundings
_____ Having authority over others
_____ Doing work of value to society
_____ Using your capabilities
_____ Sensing order in your life
_____ Telling others what to do
_____ Liking the work you do
_____ Being with other people
_____ Dealing with ideas
_____ Feeling useful and needed
_____ Enjoying daily accomplishments
_____ Doing things others can do
_____ Gaining aesthetic enjoyment
_____ Working by yourself
_____ Having your work praised
_____ Working fast
_____ Gaining prestige in your community

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HOW TO SHOW AN INDIVIDUAL YOU CARE ABOUT HIM

1. Learn each student's name.
2. When test papers are turned in, if scores are low or high, write remarks on the back of the page.
3. Try to find out background on each student.
4. Never embarrass a student.
5. If student is having difficulty in understanding assignments or work, call him in to offer extra help.
6. Alter assignment if student is not capable of work.
7. If student is trying to do well but is a victim of circumstance, be a little lenient.
8. Always give student a respectful answer.
9. Listen intently to each comment. Let them know that their ideas are worthwhile.
10. Make class interesting, desirable, and worthwhile for each student.
11. Compliment them on their good points (remarks, performance, etc.).
12. Show interest in them as an individual.
13. In answering questions, make sure they understand.
14. Treat the student as an equal, like you would one of your friends or roommate.
15. Do not give tests on Monday.
16. Be somewhere near the door to smile at or greet him.
17. Ask him to help on any special project.
18. Have a happy positive attitude, especially during class.
19. If he has problems, ask him if you could help him.
20. Have special help sessions.
21. Give them confidence that you know they can do the assignment.
22. Know the subjects to be taught.
23. Teacher should call the parents and tell them he/she is happy to have their child in his/her class. Send out a progress report.
24. Talk to the student's other teachers and encourage them to help the student.
25. Have a good sense of humor.
26. Treat each student as an adult.
27. Start and stop on time.
28. Ask the student if there are any areas of study that he would be specifically interested in that he would like to have taught.
29. Do not show favoritism.
30. Be willing to spend extra time with students.
31. Hold individual interviews with students and take suggestions.
32. Give students opportunity to demonstrate talents in subject line.
33. Be appreciative of good class attitude.
34. Ask students for suggestions on how to make class more interesting.
35. Draw shy students out carefully.
36. If student receives poor grade, explain to him why he failed and what he can do to receive better grades.
37. Become personally acquainted with each student.
38. Tell the students to feel free to come and discuss any problems with you at any time.
39. If a student is absent continuously, ask anyone in the class if you can help, or if he is sick, etc. Say that you miss him.
40. If you see a student in the hall, greet him and smile. Do not be afraid to strike up a conversation.
41. Find one book in which the student would learn that he likes to read.
42. Give him a special task in the class—passing out handouts, etc., and perhaps the responsibility will be valuable to him when it is rewarded favorably.
43. Call on his specific background or experiences to illustrate a point.
44. Recommend him to others for special duties to people outside your classroom.
45. Let him know you once went through what he is going through (growing up).
46. Do not consider their fads stupid. Try to find the reasoning for such fads.
47. Encourage class participation by having panels, demonstrations, and personal experiences.
48. Make them feel that you value them as learners and respect their thoughts and opinions.
49. Cultivate and reward creative thinking among the students.
50. Help the students work together in teams to help each other.
51. Test new ideas that might help the students comprehend better.
52. Make a card file on each student.
53. Be patient.
54. Attend activities in which he performed.

GENERAL GUIDES FOR CONFERENCES

1. Responsibility for the success or failure of a conference rests primarily with the teacher. It is well to remember that success is relative, and each conference must be judged according to its own circumstances and results.

2. It is well to arrange for no interruptions during a conference. Nothing is more disturbing to the serious efforts of trying to think through a problem than to be interrupted at a crucial moment.

3. It is easier to build a cooperative relationship if the teacher is not seated behind a desk. Behind a desk, the teacher is in the place of authority, not partnership.

4. The teacher's greeting should be friendly and relaxed. If he is hurried or tense, the parent will know it. It is difficult to discuss a problem with someone who looks as if he wished you were not there, or would leave soon.

5. Listen and then listen some more. The teacher did not invite the parent in to deliver a lecture to him, but to get, as well as to give, help. Encourage the parent to talk, and then listen to what he has to say.

6. Find out how the parent is thinking and feeling about his child. This is important, because the teacher cannot understand the child's behavior until he knows the parent's attitude.

7. If a parent says he is worried about his child's behavior, follow through. Find out why he is worried. The teacher should not assume that he knows why. He and the parent may not feel the same way about the child.

8. If a parent gives what he thinks is the reason for the child's behavior, accept it and lead the discussion to the consideration of other possible causes. Behavior is the result of many causative factors, not of one.

9. If a parent suggests a plan of action, accept it if at all possible to do so. It is better for the parent to try it than the teacher to force one of his own. One of the goals in parent counseling is to try to get the parent to take the initiative. If the parent's plan fails, it is always possible to suggest others.

10. If the parent fails to suggest reasons for a child's behavior, or a plan of action to deal with it, the teacher might suggest alternatives for joint consideration: "This might be a possibility." "What do you think?" "You know all the facts of the situation better than I do." Or, "We might try this and see what happens. It may take us a while to find the source of difficulty." Such an approach makes the parent a participator in the final decision for tentative plans, and leads to discussion that helps him accept the plan as his own.

11. It does not help to argue with a parent. Arguing will arouse resentment and resistance.

12. It is better not to assume that a parent wants help or advice. Such assumption usually brings resistance because it implies a form of criticism.

13. Most parents cannot be objective about their own children. Therefore, do not criticize, either directly or indirectly. Criticism is fatal to the building of a cooperative relationship.

14. Avoid giving direct advice when the parent gives a statement of his problem and then leans back, saying, "Tell me what to do." Let any advice or suggestions grow out of mutual discussion and a growing insight on the part of the parent into the reasons for the behavior.

15. Do not get ahead of the parent in his thinking. In other words, the teacher should not try to push his thinking onto a parent before the parent is ready to see it through a process of discussion and mutual thinking.

16. Try to be aware of sensitive spots, and avoid embarrassing the parent by noting facial expressions, gestures, and voice. These all give a clue to the parent's emotions.

17. Be accepting. That is, accept anything the parent tells you without showing surprise or disapproval. If the teacher cannot do this, he will not get an honest picture of the parent's attitudes and feelings.

18. The teacher should be ready to recognize problems that are so difficult as to prevent him from giving sufficient help to the parent. Parents with complex emotional problems should be referred to the counseling psychologist or guidance specialist on the staff, who in turn will refer the individual to a psychiatrist if there is such need. If there is no one on the school staff to whom the teacher can refer, he should try to have available the names of specialists in the community. In referring, it is easy to say, "I wish I could help you, but I feel you need more help than I can give you. I have the names of two or three consultants if you wish them, or you may know someone yourself." If the teacher is in a community where there is no one to whom he can refer the parent, he can do his best in easing the troublesome behavior symptoms in the child, but he should not let the parent become involved beyond giving the temporary relief of tension that comes from telling your troubles to any good listener. This relief is necessary, but unless the teacher can help the parent to go on to constructive planning, he is not giving real help.

19. It is helpful to try to close the conference on a constructive, a pleasant, or a forward-going note, such as a plan for further consultation, a definite date for the next conference, a statement of encouragement or reassurance, a statement of plan for cooperative action.*

*Taken from *PRACTICAL SUGGESTIONS FOR TEACHING*, NO. 9, Hollis L. Caswell, Editor, Bureau of Publications, Teachers College, Columbia University, New York, and *INDIVIDUAL PARENT-TEACHER CONFERENCES* by Katherine D'Evelyn.

CHARACTERISTICS OF A GOOD TEACHER

Rank from one (1) to ten (10). One is highest, and ten is lowest. After each ranking, discuss the items and try to arrive at a consensus about the importance of the items as you see them.

Your Ranking Group Ranking

1. ______ ______ The teacher's classes are usually well-disciplined and orderly.
2. ______ ______ The teacher uses methods to find out how students feel about his/her teaching.
3. ______ ______ The teacher sets high standards and does not let sloppy and careless work get by.
4. ______ ______ The teacher admits his/her errors to pupils.
5. ______ ______ The teacher allows students to make decisions about classroom activities.
6. ______ ______ Other teachers report he/she is helpful, cooperative and stimulating to work with.
7. ______ ______ Parents report that conferences with him/her are enlightening.
8. ______ ______ The teacher keeps up-to-date on subject matter of anything he/she teaches.
9. ______ ______ The pupils discuss anything with him/her without fear.
10. ______ ______ The teacher places emphasis upon pupils learning to work together and understanding each other.

TEACHER SELF-EVALUATION CHECKLIST

-John Ensworth-

JOHN ENSWORTH, 1973 National Teacher of the Year, has been working successfully with children for some twenty years. From his experiences, Ensworth has devised a checklist which may make the year ahead smoother for you. He has found that an honest "yes" answer to most of these questions is a good indication of a productive school year. Evaluate yourself in terms of what you did last year with your class or as a student teacher, and what you plan now. Use the list periodically to take a thoughtful reading of your progress.

	NEVER	SOMETIMES	USUALLY	ALWAYS
1. Do you retain a sense of humor with children? Staff members?				
2. Can you laugh at yourself?				
3. When phrasing questions, do you include clues to the correct answers?				
4. Do you encourage more reluctant students to participate in class?				
5. Do you respect children as intelligent human beings?				
6. Do you encourage boys and girls to show love? anger on occasion?				
7. Do you encourage children to cope with all of their emotions and to be honest about them?				
8. Do you arrange study patterns so that bright children and slow learners can work together?				
9. Do you have specific ideas to develop the special interests and talents of individual children? Are they designed to boost positive self images?				
10. Do you treat children as individuals? Do you have plans to help each child establish and achieve his own goals?				

	NEVER	SOMETIMES	USUALLY	ALWAYS
11. Do you respect the ideas of young children? Do you think they may have something to teach you as well?				
12. Do you encourage children to bring you their problems?				
13. Do you have plans to develop your children's creativity through different media (literature, art, oral expression)?				
14. Do you utilize home and community resources? Do you plan to talk with each child and his parents in their home?				
15. Does your classroom provide as many areas of interest as possible to stimulate a desire to learn?				
16. Are your classroom surroundings attractive as well as instructional?				
17. Are there manipulatives for children to use in the classroom?				
18. Are there displays throughout the room from which children can learn and which reflect their own creativity?				
19. Are you willing to put in a number of extra hours each evening and weekend to prepare exciting activities for students? Or do you do so grudgingly?				
20. Do you have hobby centers such as aquariams, terrariums, and gerbil pens in the classroom?				
21. Do you make a wide variety of high-interest books available?				
22. Do you encourage children to know where to find correct answers rather than learning them by rote?				
23. Do you let children participate in the making of classroom rules?				

	NEVER	SOMETIMES	USUALLY	ALWAYS
24. Do you make each student feel successful in some way?				
25. Do you give students opportunities to make decisions?				
26. Do you attempt to establish an atmosphere of cooperation?				
27. Do you give criticism fairly and constructively?				
28. Can you empathize with children about how it feels to be a youngster?				
29. Do you honestly like working with children even though some aren't very likeable?				
30. Are your students aware that if they try their best, they will not be faulted?				
31. Do you make assignments compatible with each child's ability?				
32. Do you enter into children's games on the playground?				
33. Do you invite many different resource people to speak to the children?				

INTEREST ACTIVITIES GROUPS

1. Do a survey of teachers' interest areas. (Collect and compile; this should be shared with the entire student body, and they will indicate their first and second interest choices.)

2. Survey the community to identify interested individuals to serve as resource persons.

3. Group together students with similar interests—first choice, second choice, etc.

4. Set time for meeting during school day on a rotating class basis.

5. Implement first semester activity period.

6. At the end of the first semester, make plans for culminating first semester interest activity period and displaying items that the various groups have made.

7. Make plans for implementing students' second choice of interest. At the end of the year, items made by different groups will be displayed.

8. Evaluate and plan for the next school year.

CHECK YOURSELF!!!

	Yes	No
Do I learn the names of students as soon as possible, and do I use their names often?		
Do I practice courtesy with my students?		
Do I arrange some time when I can talk quietly alone with each child?		
Do I notice and comment favorably on things that are important to children?		
Do I show students who return after being absent that they were missed and that I am happy to have them back in class?		
Do I avoid having "favorites" and "victims?"		
Within my limits, is there room for students to be active and natural?		
Do I give extra support and encouragement to slower students?		

It is evident that children come to school with all sorts of ideas about themselves and their abilities. They have formed pictures of their value as human beings and their ability to cope successfully. Like an invisible price tag, the child's self image is with him wherever he goes. For some children, the tag reads: "DAMAGED GOODS." For others, it may read "A FINE VALUE," or "AN EXCELLENT BUY." Unfortunately, many read "SOILED, MARKED DOWN" or "CLOSE OUT, HALF PRICE."

What price tags do you help to place on children as you influence their lives?

CHECK YOURSELF!!!!!!!!!!!!

FORCED CHOICE VALUES ACTIVITY

How strongly do you feel about:

1. A **child abuse** case with repeated incidence that is thrown out of court for lack of evidence?
2. People who **demonstrate** about school or society?
3. A person who burns his **draft card?**
4. A manufacturer who is pouring **pollutants** into the air?
5. A person who donates his eyes to an **eye bank?**
6. Individuals who join a **whites only** swim club?
7. Legalizing **alcohol** for 18-year-olds?
8. Legalizing the use of **marijuana** for adults?
9. Spray **deodorant** commercials on television?
10. Eating dinner at **Macdonald's**?
11. The person who has read the *Surgeon General's Report* and still smokes?
12. The young person who uses **narcotics** and dangerous drugs?
13. The **pusher** who supplies narcotics and dangerous drugs to young children?
14. **Parents** who are **unaware** of where their children are after 10 p.m.?
15. The manufacture of **napalm?**
16. Raising **teachers'** salaries?

DIRECTIONS

A. Do not spend a lot of time thinking about these activities.

B. Prioritize all items indicating underlined word(s) in each block.

C. After ranking all items complete the last part of this activity by indicating the top four priorities and responding to each.

COULDN'T CARE LESS	MILD OPINION	STRONG OPINION	VERY STRONG OPINION
13	9	5	1
14	10	6	2
15	11	7	3
16	12	8	4

1	2	3	4	
				Did you rank this choice freely?
				Did you rank it after considering the alternative choices?
				Have you ever given it thought prior to being asked to rank it?
				Are you happy with the ranking given this choice?
				Have you ever affirmed it in a group?
				Have you taken any action on it?
				Has the action been taken regularly as part of your life style?

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PUBLIC RELATIONS

GOOD FRIDAY LETTER

On Monday morning, each sixth grader is given one of the following letters, and he/she fills out all the information except date and teacher's signature. They are given out on Mondays so that students will not be asking all week if they got a Good Friday Letter. The homeroom teacher decides on Friday who deserves a letter. Most of the teachers keep a weekly chart posted so students can see who has gotten the most letters. At the end of each nine weeks, the teacher turns in a list of those students who have received the most letters, and the guidance counselor comes up with a surprise for them. Surprises are like field trips, sixth period at the movies (shown in school with popcorn and cokes), and the like. Students are easily pleased and love a surprise!!

____________ Middle School

GOOD FRIDAY! GOOD FRIDAY! GOOD FRIDAY!

Date ____________________

Dear__________.

My teacher wants you to know that I have been a credit to myself and to my class this week. I would like for you to sign this note and let me return it to school so that it can be placed in my folder.

____
Pupil's Name

____
Teacher's Name

____
Parent's Signature

Requirements for receiving this letter:

1. On time to class
2. Makes an effort to do assignments
3. Is cooperative with classmates and teachers

GOOD FRIDAY! GOOD FRIDAY! GOOD FRIDAY!

COMMENTS

PUBLIC RELATIONS FOR COUNSELORS

Public Relations with Students

1. Availability and visibility
2. Orientation to counselors' services
3. Assemblies in the feeder schools
4. Information given to student council
5. Information given to teachers
6. Counselor makes opportunities to speak to groups
7. Posters
8. Filmstrips on counseling
9. Coloring books about counseling for lower grade levels
10. Sweat shirts with slogans regarding counseling

Public Relations with Teachers

1. Feedback on referred students
2. Teacher-counselor conferences
3. In-service workshops on counseling
4. Attendance at department meetings
5. Classroom visitations and observations
6. Go to teachers' rooms and offices
7. Classroom work on volunteer basis
8. Participation in faculty functions, plays, sports, etc.
9. Participation in teacher organizations
10. Rotate lunches; coffee hours after school; end of week relaxation group

Public Relations with Administrators and School Board

1. Distribution of guidance department philosophy; be sure they are familiar with content
2. Open invitation to guidance functions
3. Monthly newsletter
4. Attendance at meetings in school
5. Guidance presentations at school board meetings
6. Attendance at school board meetings
7. Team approach as with parent workshops
8. Staffings: attendance by board/superintendent
9. Research/evaluation
10. Consultation

Public Relations with Parents

1. Workshop for parents
2. Parent days and evenings
3. Positive communication: written and phone
4. News, radio, and TV programs
5. Guidance newsletters
6. Information nights
7. Speaker's bureau
8. Coffee hours
9. Sweat shirts - slogans
10. PTA, PTO activity

Public Relations with the Community at Large

1. Press and radio releases and programs about guidance
2. Face-to-face contact
3. Liaison community committee
4. Announcement of availability of counselors for speaking to civic groups
5. In-school involvement of community resources with counselors
6. Involvement of business and industry in programs
7. Volunteer counseling program
8. Handouts
9. Career days, college days

It is **MOST IMPORTANT** to remember that **PR IS YOU!** The image of counseling depends upon the impact each one of us makes on every one we meet who is important to our role.

Each one of us needs to stop now and then and ask, "What did I do today that helped to advance better understanding and appreciation of counseling?"

SELF-EVALUATION INVENTORY
FOR A
LOCAL SCHOOL GUIDANCE PUBLIC RELATIONS PROGRAM

by Shirley Porter Williamson, Paducah Public Schools
Kentucky Coordinator, National School Public Relations Association

CIRCLE YOUR ANSWER

1. Have you worked with the sponsor of your school newspaper and discussed regular coverage of guidance news? (No school newspaper? You must answer no.) Yes No
2. Do you know the person at your local newspaper/radio/TV station you should contact for a story? Yes No
3. Do you have an orientation program for incoming first, seventh, or tenth graders? Yes No
4. Do you have an orientation program for new students? (Ones who transfer in after school starts?) Yes No
5. Have you developed a brochure to explain your guidance program to students and parents? Yes No
6. Do you attend the annual South Carolina Personnel and Guidance Association meeting? Yes No
7. Have you explained the guidance program at one school board meeting each year? Yes No
8. Have you attended a workshop, conference or taken an unrequired graduate course for your own personal growth during the past year? (other than number 6 above) Yes No
9. Do you have written plans or guides for a guidance public relations program for your school? Yes No
10. Do you have a minimum of three articles or feature stories about the guidance program in the local newspaper each year? Yes No
11. Do you have news from the guidance department in each issue of the school newspaper? Yes No
12. Do you give a minimum of three talks each year to local civic and service organizations? Yes No
13. Do you make a minimum of three explanations of guidance programs at school faculty meetings? Yes No
14. Do you make reports about the guidance program to at least one administrative staff meeting annually? Yes No
15. Do you talk to a minimum of four school clubs and organizations each year about the guidance program? Yes No

SCORING

Give yourself one (1) point for each **YES** Raw Score = ______________

ADJUSTED SCORE

1. Give yourself one (1) point for taking this inventory.
2. Give yourself one (1) more point if you think public relations are important to your guidance program, and if you plan to implement a public relations program in your work next year.
3. Subtract one (1) point if you are thinking "you don't have time to do all this stuff." (Time can be found if you really want to do it.)
4. Subtract one (1) point if your excuse is, "The principal/superintendent won't let me do this." (Have you asked or presented a plan?)
5. Subtract one (1) point if you think, "I can't write a news or feature article." (How did you get your Master's degree? Dial-a-term paper?)

Adjusted Score
Raw Score plus pluses and minus minuses = ______________ My SCORE

WILLIAMSON'S SCORE ANALYSIS

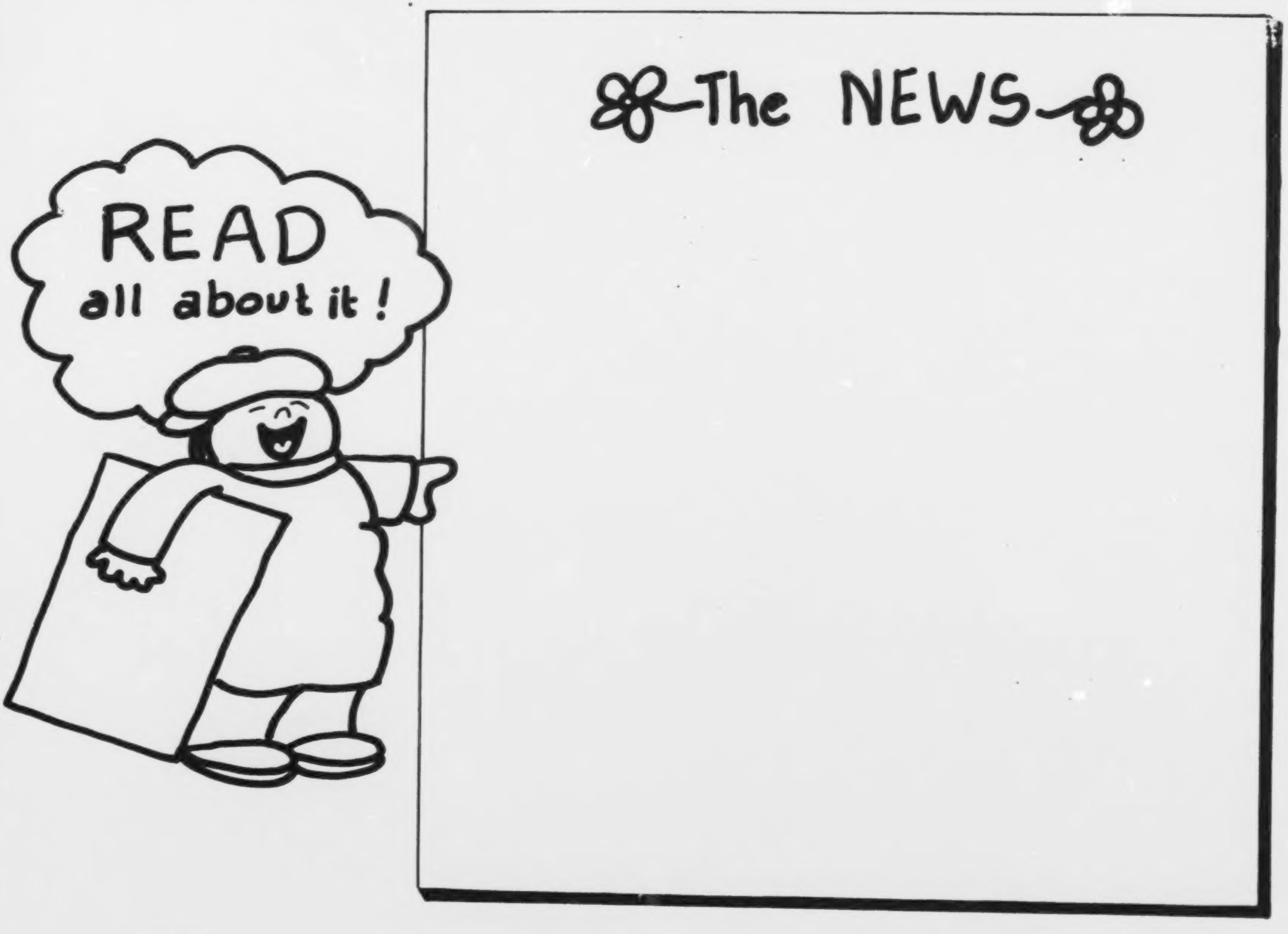
This self evaluation inventory has no validity or reliability. It has not been piloted or field tested. It is a learning aid to help you see where you are as a counselor in working with Public Relations.

15 points (or above): SUPER!!!!!!!
Keep up the good public relations work.

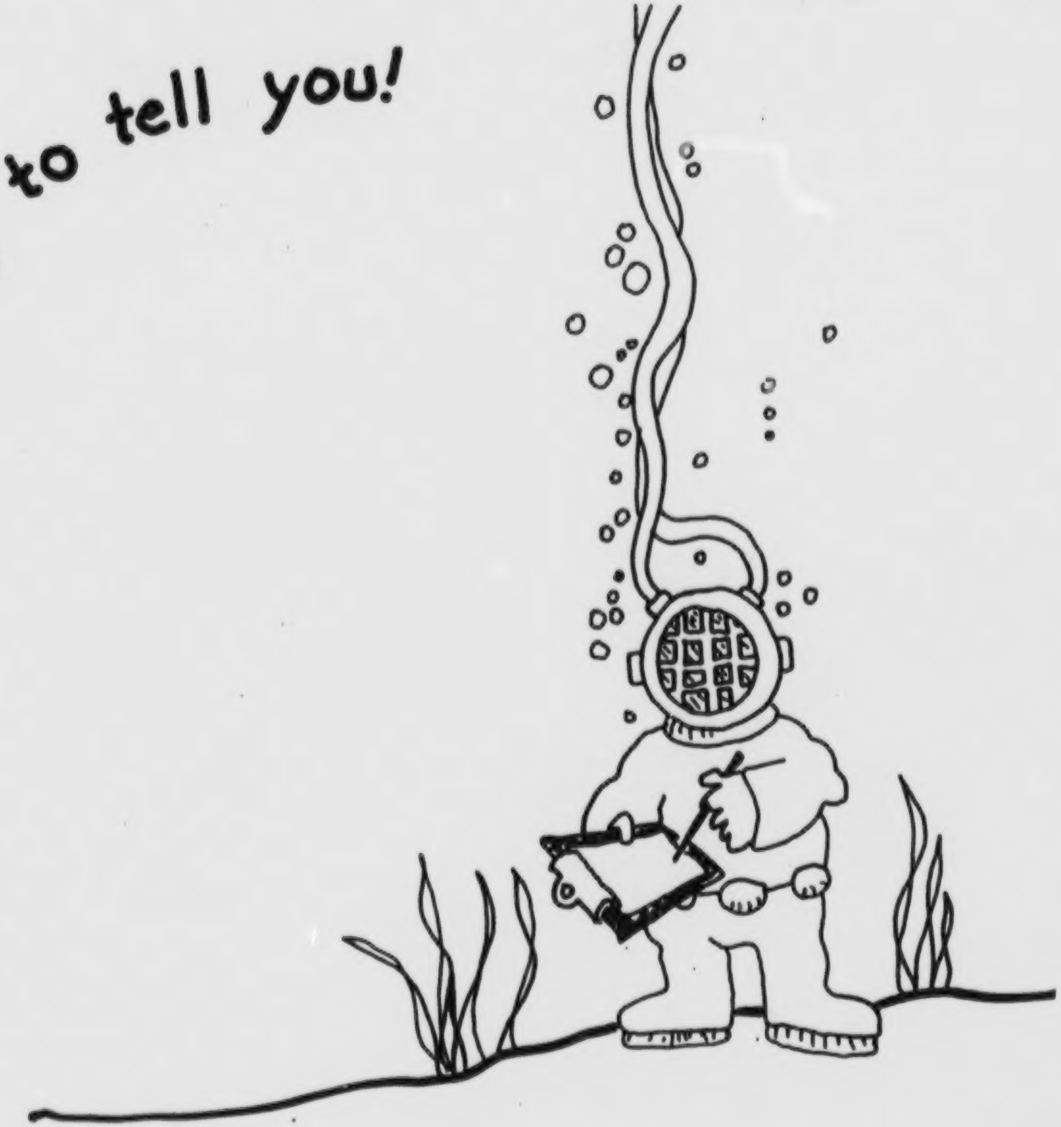
10-15: GOOD
Set your goals higher next year.

7-9: MINIMUM EFFORT
Do you have a good guidance program? Who knows about it?

BELOW 7: YOU NEED HELP!!!
Attend your State Department of Education guidance workshops. Counselors spend a great deal of time sharing ideas, materials and methods at these workshops. State Department publications are also disseminated at these workshops.


READ all about it !
The NEWS

Just bubbling to tell you! the news...



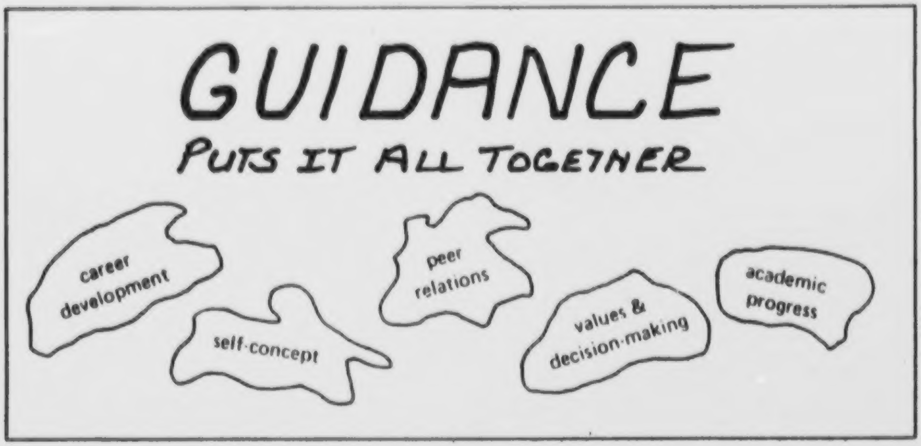
PUBLIC RELATIONS EXHIBIT

Prepare a guidance exhibit in the community as part of a complete educational exhibit.

Materials needed: Burlap for the background, corrugated cardboard, and paint.

Directions:

1. Cut letters and jigsaw puzzle pieces from the corrugated cardboard and paint the pieces.
2. Have teachers suggest a theme for the display. Ideas such as "Guidance Puts It All Together" or "The Need for Guidance in Our Schools" may be good topics to start with.
3. Focus on several areas that may be developed for the theme. Each major objective of the guidance program may be depicted as a piece of the jigsaw puzzle.
4. Involve students and teachers in the project.


GUIDANCE
PUTS IT ALL TOGETHER
career development
self-concept
peer relations
values & decision-making
academic progress

Announcing

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INFORMATION

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
He learns to condemn.
If a child lives with hostility,
He learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with shame,
He learns to feel guilty.
If a child lives with tolerance,
He learns to be patient.
If a child lives with encouragement,
He learns confidence.
If a child lives with praise,
He learns to appreciate.
If a child lives with fairness,
He learns justice.
If a child lives with security,
He learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance and friendship,
He learns to find love in the world.

Dorothy Law Nolte

(This is a good handout for faculty members during human relations week or anytime.)

GUIDANCE REFERRAL

Please complete this form when referring a student to his counselor

Student ______________________________

Homeroom ______________________________

Teacher referring ______________________________

Date ______________________________

I. General statement of problem and reason for referral ______________________________

____

____

II. Previous action taken (disciplinary, parent conference, student conference, schedule change, etc.): ____________

____

____

III. Student's attitude toward the problem ______________________________

____

____

STATUS OF GUIDANCE REFERRALS

Name____________________ Teacher ____________________ Room ____________

Parent ____________________ Phone ____________________

DATE

____________ Student requested assistance

____________ Referral requested by teacher

____________ Referral returned by teacher

____________ Called parents to inform of referral to guidance and status of referral

____________ Set up date for parent conference

____________ Turned over to psychologist

____________ Referral to time out or resource teachers

____________ Help parent conference

____________ Report of progress to teachers

Comments:

WHO AM I?

DATE ____________

NAME ____________ ADDRESS ____________ GRADE AND SECTION ____________

TELEPHONE ____________ BIRTHDATE ____________ AGE ____________

MOTHER ____________ ADDRESS ____________

FATHER ____________ ADDRESS ____________

GUARDIAN ____________ ADDRESS ____________

MOTHER'S OCCUPATION ____________

FATHER'S OCCUPATION ____________

EDUCATION

MOTHER STOPPED SCHOOL IN THE ____________ GRADE

FATHER STOPPED SCHOOL IN THE ____________ GRADE

MY SISTERS & THEIR AGES: ____________

MY BROTHERS & THEIR AGES: ____________

OTHERS WHO LIVE WITH ME IN MY HOME ARE: ____________

MY HOBBIES ____________

MY FAVORITE SUBJECTS ____________

SUBJECTS I DO NOT LIKE ____________

MY PARENTS ARE MARRIED ____________ SEPARATED ____________ DIVORCED ____________

CLUBS AND ORGANIZATIONS ____________

LEISURE ACTIVITIES ____________

WORK EXPERIENCES ____________

ACHIEVEMENTS AND AWARDS ____________

MY HEALTH:
WRITE "GOOD" OR "POOR"

EYES________ HEARING________ APPETITE________ SLEEP________

PLAN FOR ACTION:

- -

Dear________:

Recently________ was re-evaluated, and it is necessary that we discuss with you a proposed change in your child's instructional program.

Please call________ as soon as possible so that an appointment can be arranged.

Sincerely,

____
Principal

____
Counselor

Dear Parent:

Your son/daughter has been selected to participate in our accelerated program and will be taking the following course(s):

Please keep in mind the fact that this program is not designed as a means for a child to graduate early. It is designed to give your child a stronger and more challenging curriculum. At a future date we will not go back and validate these eighth grade accelerated courses for high school credit unless application is made by February 1 of his or her freshman year and he or she has maintained a B average through the first year of high school. We will then move your child directly from the ninth grade to the eleventh grade so he or she will be in the same school for at least two years.

We would like for you to sign and return this letter to your child's school office so it can be made a part of your child's record.

Respectfully,

____
Parent's Signature

____
Date

TEACHER INITIATED STUDENT TRANSFER REQUEST

NAME OF TEACHER ______________________________

NAME OF STUDENT TEACHER REQUESTS TO HAVE TRANSFERRED ______________

CURRENT SUBJECT ____________________ SECTION ______________

I REQUEST THAT THE ABOVE NAMED STUDENT BE TRANSFERRED TO SECTION __________

OF ______________________________

THE REASON FOR THIS REQUEST IS ______________________________

HAVE YOU HAD A CONFERENCE WITH STUDENT/PARENT CONCERNING TRANSFER? ________

HOW LONG HAS STUDENT BEEN IN YOUR COURSE? ______________________________

WHAT HAS BEEN THE PAST PERFORMANCE OF STUDENT IN THIS SUBJECT AREA?

LAST YEAR? ______________________________

YEAR BEFORE? ______________________________

WHAT ARE THE RESULTS OF STUDENT'S STANDARDIZED TEST SCORES IN YOUR SUBJECT AREA? ______________________________

WHAT INDIVIDUAL ATTENTION HAVE YOU GIVEN STUDENT TO HELP OVERCOME PROBLEM?

____

____

IS STUDENT ________________ PARENT ______________ AWARE THAT YOU ARE MAKING

THIS REQUEST? ______________ YES __________ NO

HAVE YOU DISCUSSED THIS TRANSFER WITH TEACHER WHOSE CLASS YOU ARE RECOMMENDING STUDENT BE TRANSFERRED INTO?

IS TEACHER WHOSE CLASS YOU ARE RECOMMENDING THIS STUDENT BE TRANSFERRED INTO WILLING TO ACCEPT STUDENT? ____

____

(SIGNATURE OF TEACHER MAKING REQUEST) (DATE)

RECOMMENDATION FOR LEVEL CHANGE

Teacher ______________________ Subject ______________________ Period ____________

Student's Name	Homeroom	Present Level	Recommended Level	Period
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

____
Teacher's Signature

POSSIBLE FAILURE

SUBJECT____________________ SUBJECT TEACHER____________________

Homeroom	Name	Comment (i.e., must pass exams, etc.)

STUDENTS MAKING "D" OR "F" ON REPORT CARDS

Teacher's Name ________________ Subject ____________ Period ____________

STUDENT'S NAME	HOMEROOM	GRADE	COMMENTS OR RECOMMENDATIONS

CHECKLIST FOR PERMANENT RECORDS

Teacher's Name ______________________ Section Number ______________

Student's Name	Current Application	Copy of Birth Certificate	Emergency Sheet	Current Physical	Legal Guardianship (if necessary)

DROPOUT LIST

NAME	SECTION	SEX	RACE	DATE	REASON

____________ MIDDLE SCHOOL

REFERRAL SLIP ______________________________ DATE ________________

FROM TEACHER

TO GUIDANCE COUNSELOR

RE ____
Student(s) Name(s)

REASON FOR REFERRAL ____

____

____

APPOINTMENT SLIPS

GUIDANCE OFFICE
REQUEST FOR CONFERENCE

Name ____________________

Homeroom ____________________

Time of Appointment __________ Date __________

Counselor requesting conference: ____________________

____

Teacher's approval: ____________________

Time conference completed: ____________________

Counselor: ____________________

This form is useful when a counselor wishes to see a student. This form may be dropped in the teacher's mailbox on the day prior to the conference.

STUDENT REQUEST FOR
GUIDANCE CONFERENCE

Name ____________________

Homeroom ____________________

☐ Emergency: MUST SEE YOU TODAY

☐ Very Important: Please see me within the next two or three days.

☐ Important: Please include me in your schedule as soon as possible.

COUNSELOR I WISH TO SEE ____________________

A supply of these forms should be made available for students. These forms may be dropped off at the guidance office by the student before school or may be sent to the guidance office by homeroom teachers once a day.

WEEKLY CALENDAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
Before School						
First Period						
Second Period						
Third Period						
Fourth Period						
Fifth Period						
Sixth Period						
Seventh Period						
After School						
Evening						

COUNSELOR'S WEEKLY TALLY SHEET

Week of ____________________________

People	Hours	Duties or Activities
		Individual Counseling
		Group Counseling
		Parent Conferences
		Parent/Student Conferences
		Classroom Guidance Activities
		Preparation Time
		Testing
		Community Relations
		Professional Meetings
		Teacher In service
		Test Interpretation
		Supervision and Maintenance of Cumulative Records
		Academic Advising
		Preparation Time

REQUEST FOR ACCESS TO SCHOOL RECORDS

Date ____________________ Record of ____________________

18 or over

Yes ________

No ________

Person making request ____________________

Relationship ____________________

Address ____________________

Telephone ____________________

I request a conference with a counselor in (school) ____________________ for the purpose of reviewing the official school record of the individual named above.

____
Signature

- -

Conference scheduled ____________________ ____________________
Date Time

Conference held Yes ________

No ________

____
Signature

____
Counselor's Signature

____
Principal's Signature

____
School

AUTHORIZATION TO RELEASE INFORMATION

I hereby authorize ________________________________ District to release

____ information regarding

____________________________________ to __________________
(Name of Student) (Name of Agency)

____
(Name of Agency)

____
(Date)

____
(Signature of Authorizing Person)

____
(Relationship to Student)

TO: Homeroom Teachers

RE: Value Clarification Classroom Visits

Dear ______________

Please indicate which day of the week would be best for me to come in during your first period–homeroom class. Also please indicate an alternate day. I would like to spend twenty to thirty minutes doing value clarification exercises with the students and explaining what a guidance counselor does.

With this information, I will be able to set up a schedule for the semester and, hopefully starting ____________________, will be able to visit with you. I hope to be able to see each homeroom four times during the first semester.

I am seeing individual students now if you would like to refer any.

Thanks,

Teacher's Name ______________________________

Please check a best day and indicate an alternate choice.

Monday ______________________________

Tuesday ______________________________

Wednesday ______________________________

Thursday ______________________________

Friday ______________________________

If you are interested in a demonstration of the DUSO, TAD and other kits, please check here. __________

GUIDANCE NOTES

Guidance is a continuous, integral part of the total educational effort. Counselors seek to assist the student to know himself with his abilities and liabilities, to adjust to his present environment, and to plan realistically for the future so as to realize his fullest potential.

I. Guidance-Related Duties for Teachers

A. Report cards

1. Student report cards
You will be responsible for completing an original and duplicate report card for each of your students. Report cards are sent home with the students every nine weeks. On the student's copy you will record only letter grades; there is no space for semester or final averages. However, these grades are recorded **numerically** on the duplicate report card and the cumulative folder.

2. Duplicate report cards
Duplicate report cards are to be kept in a folder in front of the cumulative folders for your class.

B. Progress reports: these are issued the fourth week of each 9-week quarter.

C. Teacher work days: the main purpose of these days is to give you time to complete cumulative folders. Information needed is:

1. Each semester's attendance
2. Numerical semester grade averages
3. Seventh and eighth grade teachers also record each student's numerical final average for the year
4. Local address – in pencil
5. Phone number – in pencil
6. Name of school
7. Family data
    a. Name of parents – in pencil
    b. Home address – in pencil
    c. National descent
    d. Occupation – in pencil
    e. Education – in pencil
    f. Marital status – in pencil
    g. With whom does child reside – in pencil

8. Date and grade record started
9. Number of children in family in pencil, boys and girls
10. End of year duty: second section evaluation of personal and social assets

On teacher work days, the counselor will be checking the folders to ascertain that all student and parental information is complete.

D. Achievement tests in October, the seventh grade teachers administer achievement tests. When the score reports return, you will file them in the individual student's folder.

II. Guidelines for the Use of Folders

A. No folders may be used in classrooms on the days students are present. They may be used in the office areas or the teachers' lounge and workroom.

B. On teacher work days the folders may be used anywhere in the building.

C. No folders are to be taken home or out of the building.

III. Student Referrals and Appointments

A. When referring students to the counselor, please use one or both of the two available forms. These are a great help to the counselor. The counselor will study the referral and send an appointment slip to the teacher for the student.

B. It would be ideal to be able to schedule all appointments during the students' P.E. or art periods. Unfortunately, this is impossible, but the counselor will try to schedule students so they do not perpetually miss the same class.

C. Self-referrals should be sent to the guidance office at the teacher's convenience. The counselor will see the student immediately, if possible. Otherwise, he will schedule an appointment for the student.

D. Group sessions will be scheduled during P.E. periods starting with the next cycle in about three weeks. This refers to group counseling sessions.

E. Peer counseling for eighth graders will be initiated at the beginning of second semester.

IV. Behavior Contracts

Dear Parents:

The Career Education Committee at ______ __________ Middle School is in the process of developing career awareness at the middle school level. As a part of this procedure, we are surveying the careers and occupations of __________ __________ Middle School families.

Your job, no matter what it may be, can broaden students' awareness of the worthiness of each occupation in the world of work.

The information given in the following blanks will be kept on file. Your response to this survey is entirely voluntary. If you wish to be a part of this worthwhile effort, you can return this form to the school through your child.

FATHER, MOTHER (or other adult)

NAME ______________________ YOUR CHILD'S (or children's) names ______________________

OCCUPATION ______________________ LOCATION ______________________

WORK PHONE ______________________ DUTIES ______________________

1. Could you come during the school day? ______________________
2. If so, would you be willing to come into the classroom as a resource person to talk with students about your job duties and your feelings about your job? ______________________
3. Would you be able to bring demonstration materials? ______________________
4. Would you be willing to speak: To any classroom? ______________________
   Only your child's classroom? ______________________
5. Would you prefer to speak to: A large group (30-35 students)? ______________________
   A small group (6-10 students)? ______________________
6. In which grade(s) would you feel most comfortable speaking? ______________________

I would **Jump**
at the chance
to ____________________
____________________, if I
____________________ __________

____________ jumper ____________ observer

____________ date

EVERY DROP COUNTS

______________________ has agreed to ______________

______________________________________ by __________

Then ______________ will ______________________

____

______________ ______________ ______________
Student *Teacher* *Date*

Ringmaster Award

________________ has been

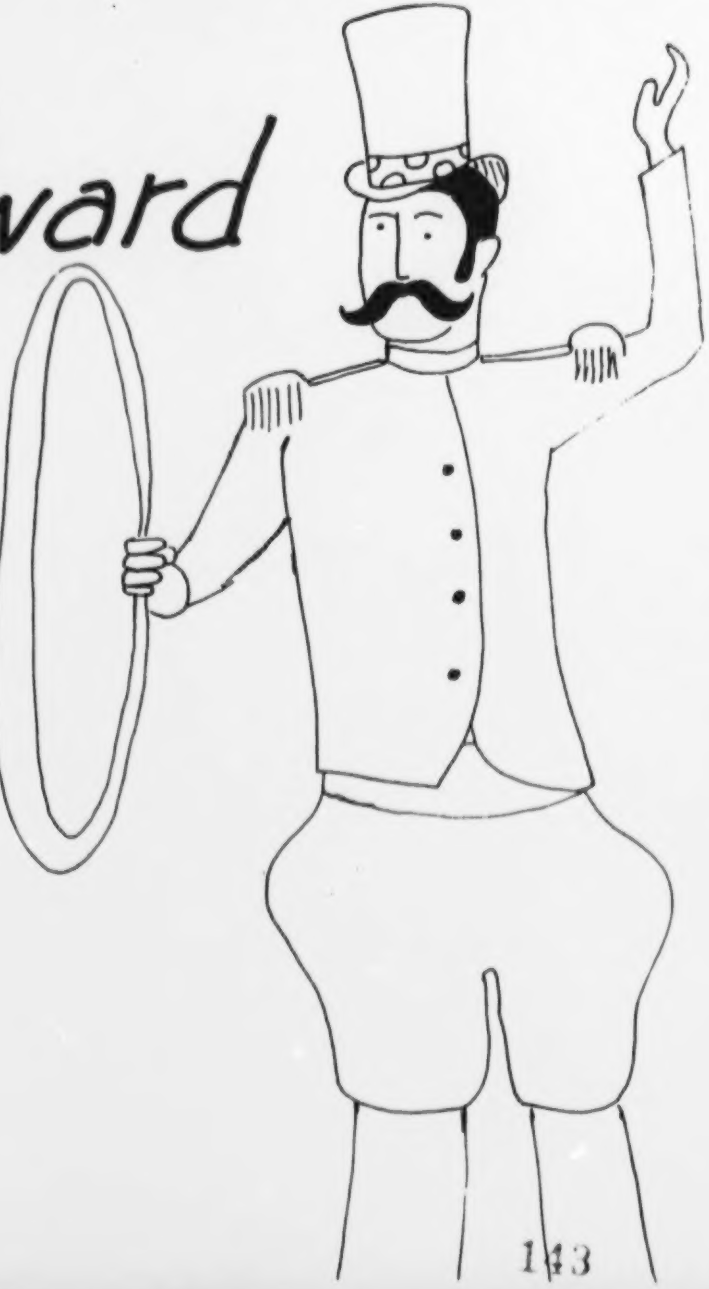
presented this for ________________

____

____

____
Ringmaster

____
date



With just a Little Tug

from

________________, then

________________ should be

able to ________________

________________. When they

finish they can ________________

____

____

________________ Tug

________________ Helpir Tug

________________ Date

ANNOUNCING ~

____________________ has agreed to ____________________

____

____________________ by ____________________

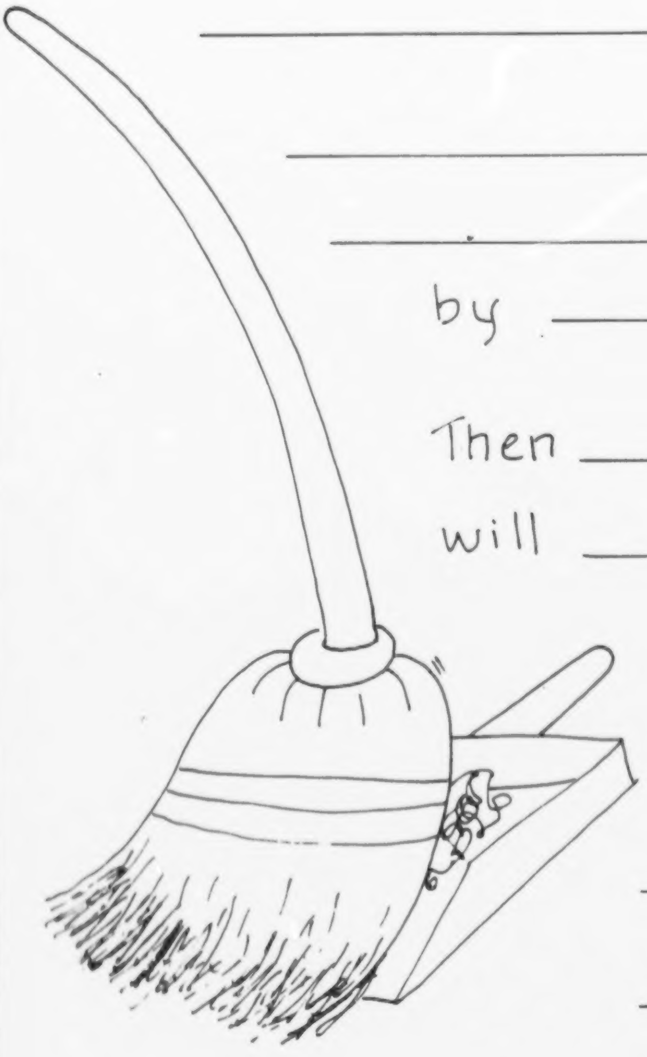
Then ____________________ can ____________________

____

____________________ ____________________ ____________________

Cheerleader Spectator Date

MAKE A CLEAN SWEEP!



________________ has agreed to

____

____

by ________________________.

Then _______________________

will ________________________

____

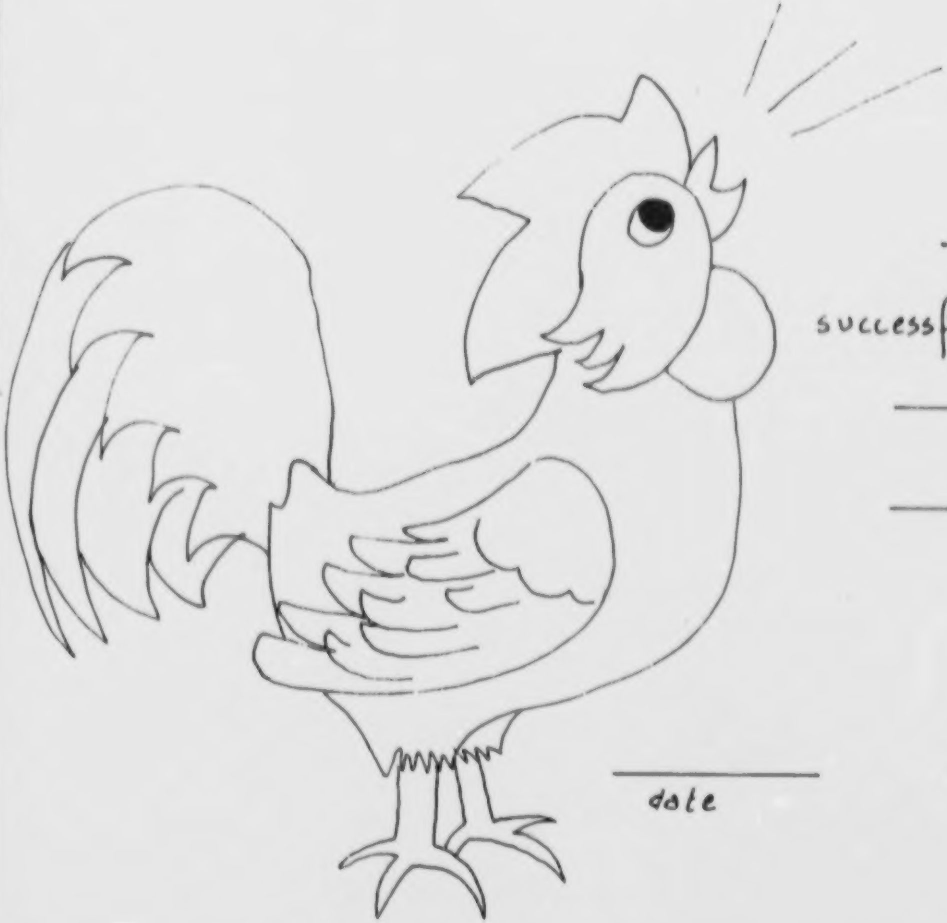
____

____
sweeper

____
witness

____
date

SOMETHING to CROW ABOUT!



________________ has

successfully learned ________________

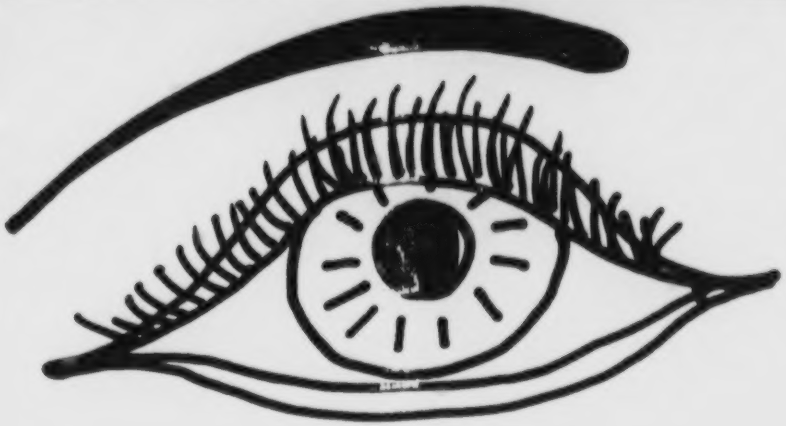
____

____

________________ date

________________ teacher

________________ student



WATCHING YOU

______________________ is watching for you to

help him with ______________________________

____

____
watcher

____
helper

____
date

____
teacher

You really took

a giant step ________________________,

when you helped

________________________ to ________________________.

____
TEACHER

____
STEPPER

____
DATE

I have some good news

and some bad news -

First, the good news,
you will be able to
____
______________________.

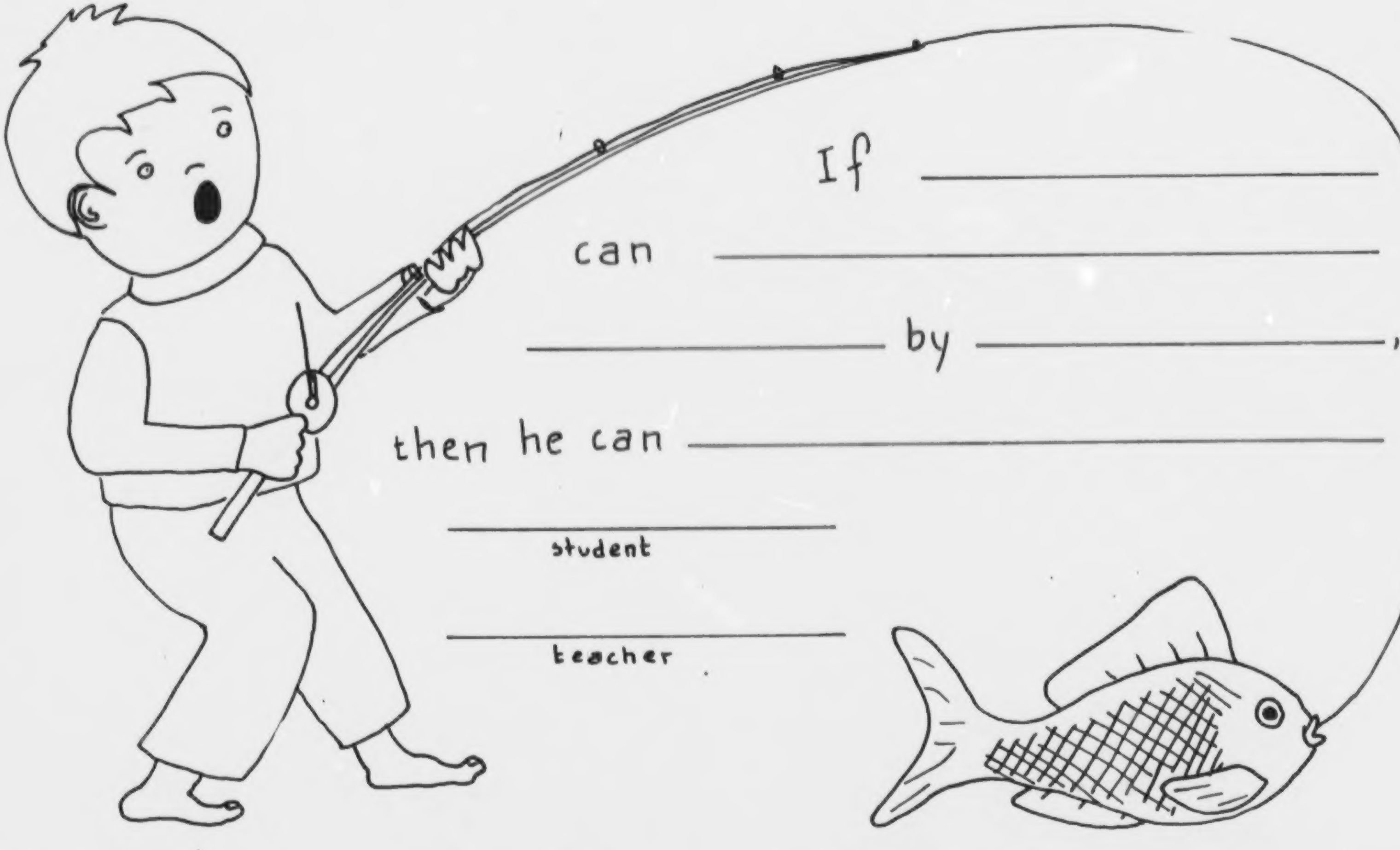
Now, the bad news,
first you must __________
____
______________________.

Sorry about that, __________

____
BRINGER of NEWS

____
DATE

Don't Get Hooked



If ______________________

can ______________________

______________________ by ______________________,

then he can ______________________

____
student

____
teacher

For Lending a Helping

_______________ has earned

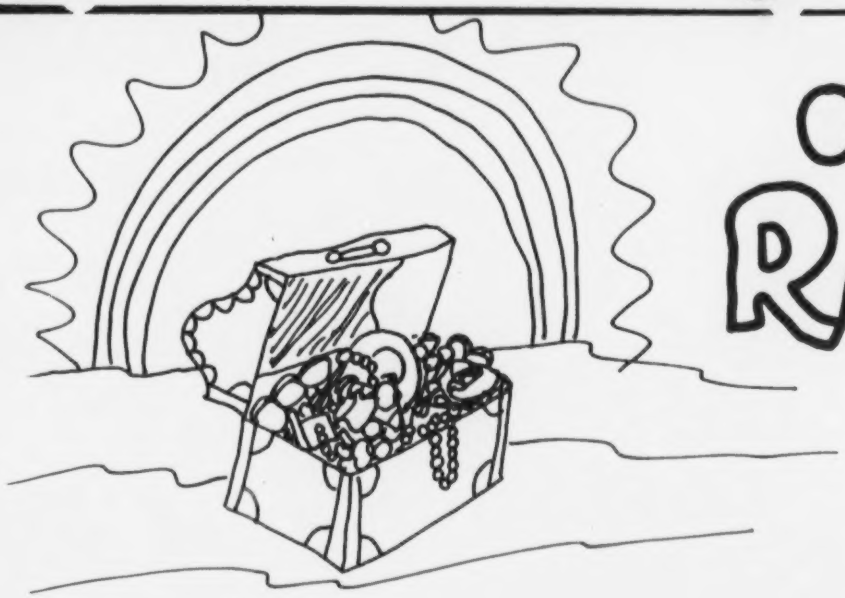
_______________ for helping

_______________ to _______________

_______________________________.

____
date

____
teacher



OVER THE RAINBOW!

To reach the

pot of Gold ______________ has to ______________

______________________ by ______________.

The pot of Gold will be ______________________.

______________ TREASURER

______________ SEEKER

______________ DATE

Helping Hand Award

presented to

____

for helping ______________________________.

____
TEACHER

____
DATE

You were the ★ of the class!

you have earned our applause for

____

____

____

Congratulations

__________ date

__________ director

__________ spectator

YOU'RE DOG GONE RIGHT!

_______________ will be able to

____

by _______________

Then he can

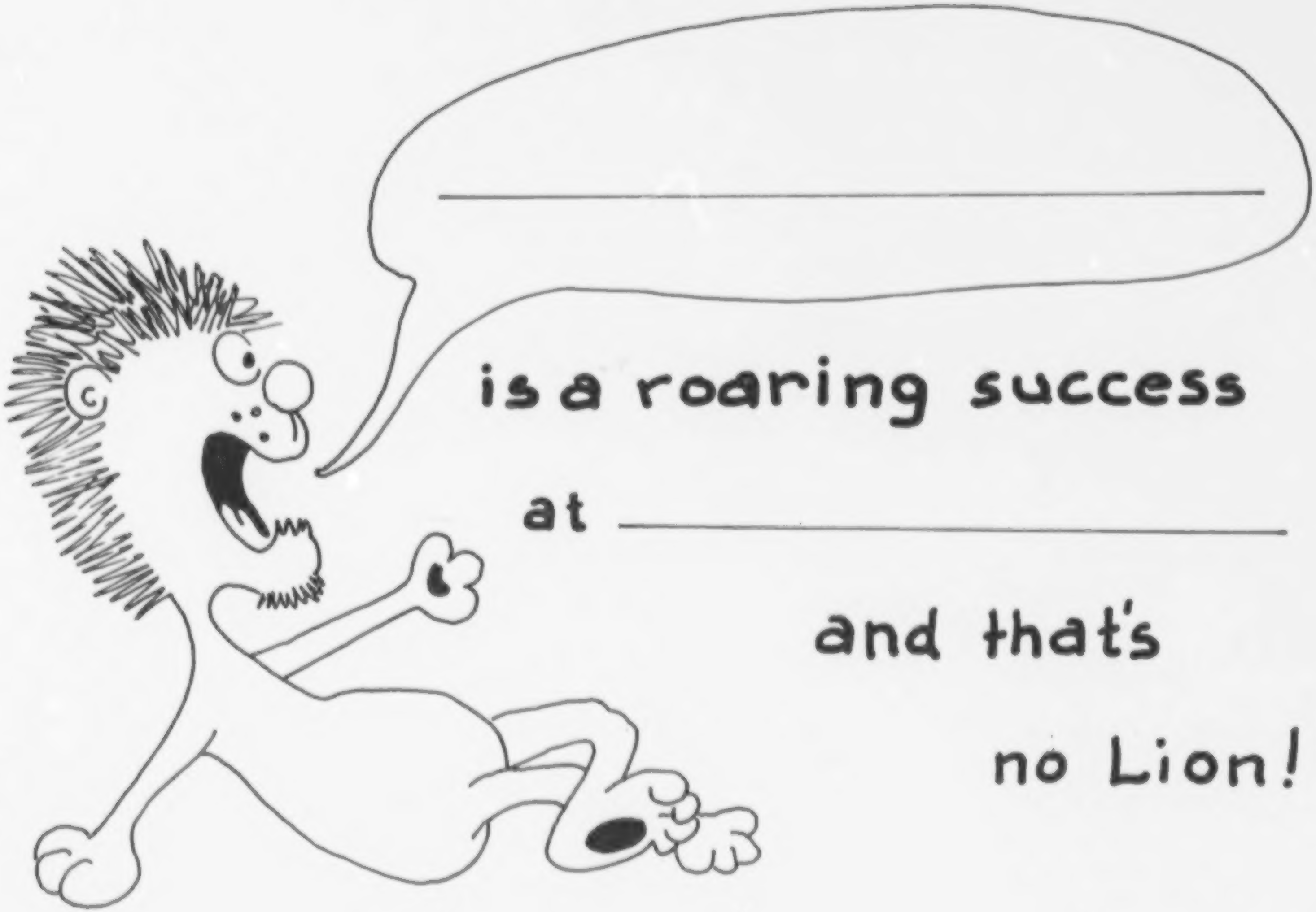
____

____

____
signature

____
witness

____
date



is a roaring success

at ______________________

and that's

no Lion!

- 8 -

COUNSELING

WARM-UP EXERCISES FOR EARLY PHASES OF GROUP EXPERIENCES

(GROUP MEMBERS WRITE RESPONSES AND SHARE WITH OTHER GROUP MEMBERS.)

1. In the first grade I felt. . .
2. I am happiest when. . .
3. I brag some when. . .
4. The loneliest time of my life was. . .
5. When I enter a new group I feel. . .
6. As a child, I. . .
7. People will think of me as. . .
8. In a group, I am most afraid of. . .
9. I feel loneliest in a group when. . .

GROUP COUNSELING WITH STUDENTS ON IN-SCHOOL SUSPENSION

Much of this type group counseling is done with students who are on in-school suspension. Under this system, instead of a child being sent home for suspension when certain violations are committed, he is given assignments by his subject teachers and is kept in a study hall atmosphere under the supervision of a full-time teacher.

To qualify for ISS (in-school-suspension), a student must have received more than one discipline notice for which parents have come in for a conference and for which he has been counseled by his counselor. Parents must come for another conference and sign permission for the child to be placed on ISS.

During the period of suspension, the student is seen by the counselor on a regular basis. The counselor, the ISS teacher, and the regular teachers get together and discuss the student's problems and needs.

Regular group counseling sessions with these students who are frequently in trouble at school are held. These students look forward to the sessions. They decide the topics for discussion for which participation and results have been rewarding.

WHY DO YOU COME TO SCHOOL?

The following are reasons often given by students when asked, "why do you come to school?" Please read all of these reasons very carefully. After you have finished reading, decide which three are your main reasons for coming to school. Try to tell it like it really is. No one will know which paper is yours, so you can choose the ones which really tell how you feel.

Put a "1" in the blank before the reason that is most important to you, a "2" in the second most important, and a "3" in the third most important.

Do not write your name on this paper.

_____ to be able to take part in sports or clubs.

_____ to see my friends.

_____ because my parents make me.

_____ the law says that I have to attend until I'm seventeen.

_____ because I get a hot meal.

_____ it's fun to be in class.

_____ I want to learn.

_____ I want to get ahead or get a good job.

COUNSELOR

Tally results and make a chart of the reasons students come to school This information may be useful in class meetings or group guidance. Students may discuss things that could be changed in order to make their school the kind of place all students would want to come.

PANTOMIME SITUATIONS

These suggestions provide thought starters for you; let your own creativity work for you and create some more.

Pupils should give their immediate first response. . .they should not be allowed to think about how they would react. . .then they will give more natural responses rather than ones that are "right."

***Note that some situations are quite similar—with just a slight change in tone or attitude. Point this out and talk about different reactions to very similar situations.

1. The phone rings. . .it's your best friend—he or she doesn't want to go to the movie you've been planning on seeing together.
2. The phone rings. . .it's a not so good friend asking you to go to a movie.
3. The phone rings. . .someone you don't like invites you over to play a game you've always wanted to play.
4. The phone rings. . .someone you like invites you over to play a game you've always wanted to play.
5. It's Field Day—at last!! You look out the window, the sun is SHINING brightly!
6. It's Field Day—FINALLY!! You hear a noise. . .it's THUNDER AND then, RAIN!
7. Look behind you—there's a monstrous dog running at you!
8. There's a dead bird on the sidewalk right in front of you.
9. You see a beautiful butterfly flying beside you.
10. You're listening to a funny story.
11. You're watching Mystery Theater on T.V. and it's REAL SCARY!!!!!
12. You get home from school and find that your pesky little sister has smeared lipstick all over your brand new bedspread.
13. You get home from school and find that your cute little neighbor, whom you adore, has smeared lipstick all over your brand new bedspread.
14. You're talking with a friend at recess. Another friend comes up and starts whispering to you.
15. You're the first person finished with an assignment.
16. Your favorite eraser is not in your desk—where you're sure you left it.

STUDY GROUP

ACTIVITY I: INSTRUCTIONS

All students (grades 7 and 8) who failed two or more subjects are placed in groups of approximately ten students for the purpose of talking with them about their study habits and working with them to improve their study skills. The SQ3R Study Skills Formula is used along with the Study Time Chart. We also explore other possible reasons for their failures that might not be related to their ability or their study habits.

ACTIVITY II: SQ3R STUDY SKILLS FORMULA STEPS IN TEXTBOOK STUDY

Step 1
Survey

Look through the whole assignment. Read the headings if there are any. Read the summary if there is one. Try to get the general ideas of the content of the whole lesson. Later you can piece the details into the framework which you have in mind, and the whole lesson will mean more to you.

Step 2
Question

Think of the questions which are likely to be answered in the lesson. Often the headings can be very easily turned into questions. Use them! If any heading does not tell you plainly what question is to be answered in that section, use this question: What does the author expect me to learn about (this topic) from studying this section? If there are no paragraph headings, skim the section quickly for the main ideas.

Step 3
Read

Study the lesson to find the answers to the questions, do not stop to read every word carefully; concentrate on finding the main point. You cannot remember all the facts you find, so you must look for the important ones, of which there will be only one or two for each section. **Do not pick out too many.** Do not try to memorize the facts at this point; just sort out the ones you need as you go along.

Study guide. Fold or rule a sheet of large-sized notebook paper lengthwise, down the middle. On the left, list the topics discussed in the book. If there are paragraph headings in bold-faced type, use them. If not, list the main ideas found in the preliminary survey. Leave space between topics.

When you have finished reading a section and picking out the one or two points to remember, list on the right the key words of the ideas or facts you have decided are most important for each topic. Do not do this until **after** you have read a section and thought about it. This is the most vital part of your studying, and you cannot tell what is important until you have read all the facts.

Step 4
Recite

Go back over the lesson immediately. Cover the right hand side of your paper and check the headings on the left. Ask yourself: "Do I remember what this section was about?" or "Can I answer this question?" If you find that you cannot, you know that you must look at the key words, or even go back to the book if necessary, in order to restudy the particular part which you did not understand or have forgotten. Step 4 is very important. Giving yourself an immediate quiz on what you have just studied is the best possible way to prevent forgetting.

Practice until you can recite on the whole study guide without referring to the key words. **Then practice some more.** This extra practice is what really pays off.

Step 5
Review

Some time later, and also before an examination, go back to your headings and questions again and quiz yourself. Reread only those parts which you have forgotten. If you have taken steps 1,2,3, and 4 faithfully, you will find that you do not have too much to restudy.

ACTIVITY III: STUDY TIME CHART

(Student) ______________________

(Date) ______________________

Fill in the amount of time you spend each day doing your homework. Do this for one week and return to the guidance office.

Return to ______________________ on ______________________

WHAT ARE YOUR PROBLEMS?

Put an X before the problems which bother you.

_____ 1. Losing my temper

_____ 2. Worrying

_____ 3. Being left out of things

_____ 4. Wanting to earn some money of my own

_____ 5. In too few school activities

_____ 6. Going steady

_____ 7. Wanting a more pleasing personality

_____ 8. Not enough time for recreation

_____ 9. Shyness, timidity, feeling of inferiority

_____ 10. No one to tell my troubles to

_____ 11. Too easily discouraged

_____ 12. Nothing interesting to do in my spare time

_____ 13. Disliking certain persons

_____ 14. Trying to break off a bad habit

_____ 15. Being ill at ease at social affairs

_____ 16. Wanting to learn how to entertain

_____ 17. Too little social life

_____ 18. Too much social life

_____ 19. Don't make friends easily

_____ 20. Being treated like a child at home

_____ 21. Being an only child

_____ 22. Not being allowed to have dates

_____ 23. Being criticized by my parents

_____ 24. No place to entertain friends

_____ 25. Going with a person my family won't accept

_____ 26. Parents not trusting me

_____ 27. Family quarrels

_____ 28. Not liking school

_____ 29. Made to take subjects I don't like

_____ 30. Carelessness

_____ 31. Don't know how to study

_____ 32. Afraid to speak up in class discussions

_____ 33. Choosing best course to prepare for a job

_____ 34. Worrying about tests and exams

_____ 35. Wanting to quit school

_____ 36. Being overweight

____ 37. Being underweight

____ 38. Not getting enough exercise

____ 39. Frequent illness

____ 40. Frequent headaches

____ 41. Poor complexion

____ 42. Poor posture

____ 43. Needing information about occupations

____ 44. Restless to get out of school and get a job

____ 45. Getting needed education for chosen occupation

____ 46. Wanting advice on what to do after high school

____ 47. Not knowing what I really want to do

____ 48. Don't know how to look for a job

BEING AFRAID
ROLE PLAY SITUATIONS

Be sure to help pupils arrive at endings which will relieve them of worry.

1. You have been begging to take your three-year-old sister, Becky, shopping with you – finally your mom lets you two look in the toy department while she buys some hose. You spot a new "Big Jim" set and get so excited about it that you forget about Becky. When you remember her. . . she's gone. It's a huge store and you can't find her anywhere. How do you feel? What do you do?

2. It's night time. You've been asleep and when you wake up it looks like someone is in the room with you. How do you feel? What do you do?

3. You've been playing baseball really late and it's dark now. You have to walk five blocks to get home. There are only a few lights along the way. How do you feel? What do you do?

4. You're riding a bus to your Aunt Susie's. A strange looking man sits down beside you and starts talking. Before you left, your mom warned you what could happen to someone who talks to strangers. How do you feel? What do you do?

5. You are late to school because you couldn't find your library book that's due today. You know your teacher really gets angry when people are late. How do you feel? What do you do?

STUDY SKILLS THRUST FOR 6 · 7 · 8

Just for today let's pretend I'm from another planet. I've seen a phrase, "study skills." What are study skills? Are they edible? plantable? Tell me about them. What are they?
. . .Pause for answers from audience.

How do they study?
. . .Pause for answers from audience.

Place on the board:

1. who
2. what
3. when
4. where
5. why
6. how

1. **WHO:** Everybody studies

2. **WHY:** Everybody learns. Imagine how dumb you would be today if after second grade you decided not to learn. I take courses. Your teachers take courses. Our store of knowledge doubles every ten years.

3. **WHAT:** Subject material. Subjects that are your favorite(s) – save till last on your study schedule.

4. **WHEN:** Work that out with your parents. Some parents prefer that you do your homework as soon as you come in from school. Others prefer that you do your house chores first. Work out your study schedule with them.

Beware of the old study trick: "I think I'll lie down on my bed and read this chapter."

When you lie down, your body thinks, "Aha! One third of my life I spend sleeping–so now I'll sleep."

If you need a nap, take one but do not go to bed early for the night without studying. If you sell your study time short, you cheat yourself, and "that's gonna hurt you in the end."

5. **WHERE:** Some study on the kitchen table (raise hands)
Some study on the dining room table
Some study in front of the TV
Some study at their desk

God gave us all one brain which best (concentrates) works on one thing at a time. A person can study or watch TV but usually when trying to do both at the same time, the TV wins. Us the TV as a reward.

For example, I have a Monday night class. My favorite show, *Sonny and Cher*, comes on at 8:00 Sunday night. If I've done my homework, I watch *Sonny and Cher*. If I haven't, then I don't get to watch it.

6. **HOW:** Read, Remember, Review (my own derivation of SQ 3R)
Chapters divided into pages, pages into paragraphs, paragraphs into sentences.

Read a sentence. Look up and try to remember the main ideas. If you cannot remember all the main ideas, reread the sentence. Some sentences take one time, some ten or fifteen times. When the paragraph is finished, go back and try to remember or review all the ideas. If you are not able to remember, go back and learn the ideas that are missing. (Go on for page, chapter learning.)

Hints: People usually remember the first and last of what they learn and muddle the middle. Make sure you know the middle.

It is easier to keep what you remember if you study before going to sleep. The sleep cements in the ideas.

Do not study right after a meal. Your blood is busy in the tummy, digesting food. Use that time to do copy work.

Reading does not mean studying. You read fun books from the library or a bookstore. Textbooks are meant to be literally **work books.** If you spend the same amount of time reading a textbook as you do a novel, you will probably remember more from the novel.

Remember, school is your job for twelve years. Nobody said it was going to be easy. But knowing it makes you feel good!

MILEPOSTS ON THE WAY TO SUCCESS IN SCHOOL

1. Regular and punctual school and class attendance
2. Daily preparation of all assignments
3. Prompt attention to all duties and obligations
4. Knowledge of school rules, regulations, and policies
5. Consideration for the rights of others
6. Courtesy toward teachers and fellow students
7. Cooperation in homeroom, class, and student body activities
8. Pride in your school and in taking care of building and grounds
9. Belief in your school and its standards and ideals
10. Self-discipline and self-control
11. Respect for authority
12. Strong sense of personal honor and integrity
13. Honesty and fair play in all your dealings
14. Friendly fellowship with other students
15. A record which you will be proud to call your own

Below is a list of topics for discussion. We are going to meet in small groups and talk about these and others. Check the three topics that you would like to talk about first. Where it says **other,** add any topic to the list that you would like to discuss.

1. Your study habits ____________________
2. Your school activities ____________________
3. You owe your school something ____________________
4. Nobody likes me ____________________
5. My parents will not let me do anything ____________________
6. Work around the house ____________________
7. You are growing up ____________________
8. Your reading diet ____________________
9. Being yourself ____________________
10. Your out-of-school activities ____________________

List others you would like to talk about:

1.
2.
3.
4.
5.

WE SEE!

Understanding and being sensitive toward others is a vital part of the effective human being, but developing such qualities is a complex process. To feel as someone else feels is never easy, and it is especially hard to identify with a person whose situation is very different from one's own.

Literature, with its best devices activated, treats problems of many individuals, including the problems of the physically handicapped. Identification through creative reading is a step toward understanding. But a further, more poignant sense of understanding can come through an activity that recreates experience.

"Blind for an hour" is not a new idea, but a variation of it, and the introduction of videotape may bring a breakthrough in appreciating the problems of the sightless.

The setting of this experience is an unfamiliar classroom to which blindfolded students are led, one by one. The seats are scattered about the room—some face the back wall, some are isolated from the others—and as each student is seated, he has no idea which way he is facing.

The next part of the experience is listening to the rock opera *TOMMY*, the story of a blind teenager. Following this, each student is approached ed individually to react to the story's message. The student is asked to go to the chalkboard and write how the story made him feel. When this is finished, he is to return to his seat. Simple enough, if you can see where you are going and what you are doing. But the blindfolds are to stay in place.

The students, two or three at a time, set out to fulfill their tasks. Videotape can enrich the experience by recording their wanderings and searchings, their impatience and their embarrassment. And if the chalk falls, the student must find it, on his hands and knees.

The thoughts and feelings—frustration, humiliation, despair—experienced by the handicapped come out in the discussion that follows. The videotape is a faithful and uncomfortable reminder of the students' trials.

An experience such as this one remains a strong and disturbing memory that may help build sensitivity and respect for the feelings of others.

IS "POT" REALLY WORTH IT?

Smoking marijuana is against the law. "So what," a teenager may say, "it's only a suspended sentence if we get caught." Here is an interesting comment on this from a college newspaper.

"A youth was stopped for a traffic violation. The officer recognized the odor in the violator's car. The defendant had a few joints (or marijuana) with him.

"He was convicted of possession, a felony, and received a suspended sentence.

"Did he lose anything?

"All he lost was the right to vote, the right to own a gun and the right to run for public office.

"He lost the opportunity of ever being a licensed doctor, dentist, CPA, engineer, lawyer, architect, realtor, osteopath, physical therapist, private detective, pharmacist, school teacher, barber, funeral director, or stock broker.

"He can never get any job where he has to be bonded or licensed.

"He can't work for the city, county or federal government.

"He can enlist in the military service, but will not have a choice of service and will probably be assigned to a labor battalion.

"If this happened to you, would you think you had lost anything?"

–*THE CARBON COPY*, Frank Phillips College
Borger, Texas

THE SPECIAL LANGUAGE OF ENCOURAGEMENT

When comments about children's efforts are in order, we must be very careful not to place value judgments on what they have done. Too often, we make positive comments in a praising manner. Such comments express our values and opinions, rather than help children believe in themselves.

Be alert to eliminate value-loaded words from your vocabulary at these moments (for example: good, great, excellent, etc.). Substitute words of praise with phrases which express the special meaning of encouragement.

PHRASES THAT DEMONSTRATE ACCEPTANCE

"I like the way you handled that."
"I like the way you tackle a problem."
"I'm glad you enjoy learning."
"I'm glad you're pleased with it."
"Since you're not satisfied, what do you think you can do so that you will be pleased with it?"
"It looks as if you enjoyed that."
"How do you feel about it?"

PHRASES THAT SHOW CONFIDENCE

"Knowing you, I'm sure you'll do fine."
"You'll make it!"
"I have confidence in your judgment."
"That's a rough one, but I'm sure you'll work it out."
"You'll figure it out."

PHRASES THAT FOCUS ON CONTRIBUTIONS, ASSETS, AND APPRECIATION

"Thanks, that helped a lot."
"It was thoughtful of you to ____________________ ."
"Thanks, I really appreciate ____________________, because it makes my job much easier."
"I need your help on ____________________ ."
To a family group: "I really enjoyed today, thanks!"
"You have skill in ____________________. Would you do that for the family?"

PHRASES THAT RECOGNIZE EFFORT AND IMPROVEMENT

"It looks as if you really worked hard on that."
"It looks as if you spent a lot of time thinking that through."
"I see that you're moving along."
"Look at the progress you've made." (Be specific; tell how.)
"You're improving iin. . ." (Be specific.)
"You may not feel that you've reached your goal, but look how far you've come."

ARE YOU A SIGNIFICANT OTHER?

By contrast, Figure 2 depicts how positive cues from "significant others" in a child's life can give a child a sense of personal worth, which is reflected in positive behavior and performance. Cues like acceptance, love, concern, encouragement, security, empathy, sensitivity, and understanding give a child a sense of personal worth. His behavior and performance will more likely be characterized by success, creativity, achievement, belonging, interest, identification, co-operation, curiosity, and enthusiasm.

CHILD'S SELF-CONCEPT

CUES FROM "SIGNIFICANT OTHERS"	BEHAVIORS AND PERFORMANCES
RIDICULE	AGGRESSION
SARCASM	INDIFFERENCE
ANNOYANCE	FAILURE
REJECTION	WITHDRAWAL
ANGER	TENSION
DISTRUST	HOSTILITY
DISCOURAGEMENT	FEAR
IMPATIENCE	GUILT
	SUBMISSIVENESS

FIGURE 1 SENSE OF FAILURE, LOW SELF-ESTEEM

CHILD'S SELF-CONCEPT

CUES FROM "SIGNIFICANT OTHERS"	BEHAVIORS AND PERFORMANCES
ACCEPTANCE	SUCCESS
LOVE	CREATIVITY
CONCERN	ACHIEVEMENT
ENCOURAGEMENT	BELONGING
SECURITY	INTEREST
EMPATHY	IDENTIFICATION
SENSITIVITY	COOPERATION
UNDERSTANDING	CURIOSITY
	ENTHUSIASM

FIGURE 2 SENSE OF PERSONAL WORTH

DEVELOPING IMPROVED STUDY SKILLS

1. Plan enough activities for six meetings, twenty minutes in length, to be held during lunch on a volunteer basis for interested students.
2. Utilize filmstrips on "how to study."
3. Suggested meeting activities:
    a. Discuss study skills in relation to students–homework, grades, tests, etc.
    b. Show filmstrip on studying and discuss ("How to Study" filmstrip).
    c. Discuss how to plan study time and play activities; help students make a chart of daily schedule from the time they get up until bedtime (a regular school day).
    d. Exercise from "Creating Your Future" kit on concentration.
    e. Activity from "Creating Your Future" kit on memory.
    f. Show and discuss second filmstrip on study skills.
4. Send out memo and allow students to sign up for mini-course to be held in guidance office during second half of each lunch period.
5. Hand out passes so students involved can eat lunch legally, first, and then get to the course on time.

This can be an excellent way to assist students in building study and social skills.

VALUE AND NEED INDICATOR

Below is a list of value and need statements. Please read each statement carefully and rate it as:

1	2	3	4
Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree

		Circle One			
1.	I really like to go to school.	1	2	3	4
2.	School helps a person to meet the practical problems of life.	1	2	3	4
3.	I would rather do hard work than go to school.	1	2	3	4
4.	When I am in school, my mind wanders to more interesting things.	1	2	3	4
5.	Students should be given more freedom than they get in school.	1	2	3	4
6.	Most teachers take a personal interest in their students.	1	2	3	4
7.	When students fail, it is usually their own fault.	1	2	3	4
8.	I like to solve problems.	1	2	3	4
9.	I study before I do things just for fun (i.e., watching TV).	1	2	3	4
10.	When I run into a situation I cannot understand, I forget it and do something else.	1	2	3	4
11.	It is better to get a job than to spend time studying.	1	2	3	4
12.	I don't like the idea of having to work for a living.	1	2	3	4
13.	I believe it is a privilege to go to school.	1	2	3	4
14.	Students should always obey the rules of their school.	1	2	3	4
15.	Anytime I get into a discussion, I continue to think about unanswered questions afterwards.	1	2	3	4
16.	To get a job today, a young person needs all the educationn he can get.	1	2	3	4
17.	I hate to study.	1	2	3	4
18.	I find it hard to concentrate on what I am doing.	1	2	3	4
19.	I go to school only because somebody makes me.	1	2	3	4
20.	I would rather solve a difficult problem than have someone tell me the answer.	1	2	3	4
21.	If I start a puzzle, I work on it until I get the answer.	1	2	3	4
22.	Winning and losing in games helps to prepare individuals for the competition they meet in daily life.	1	2	3	4
23.	Most teachers do a good job of explaining difficult subjects.	1	2	3	4

HOW TO UNDERSTAND YOURSELF AND OTHERS

Each student will understand that each action he takes has a purpose behind it.

ACTIVITIES:

Each student will read the booklet *HOW TO UNDERSTAND YOURSELF AND OTHERS* and participate in a group discussion.

MATERIALS:

The booklet, titled *HOW TO UNDERSTAND YOURSELF AND OTHERS,* is supplied to South Carolina public schools by the Drug Education Division of the State Department of Education, Rutledge Building, Columbia, South Carolina.

PROCEDURE:

1. Arrange the group in a circle.
2. Have volunteer readers to conduct the group in reading the booklet out loud.
3. Discuss the following questions:

   What are the three basic purposes or needs common to us all?
   How have your purposes changed from the time you were a baby up to now?
   What can you do when two of your purposes are in conflict?

FOLLOW-UP:

Ask the students to think of some examples of times when they have experienced a conflict of two or more purposes. Discuss how they solved the conflict then and if they would use any different solutions now.

RULES THAT AFFECT GROWTH AND BEHAVIOR

PURPOSE:

To provide an exercise through which the student may become more critically aware of the rules that affect his growth and behavior while he is in school.

ACTIVITY:

Ask each student to imagine himself in the following situation:

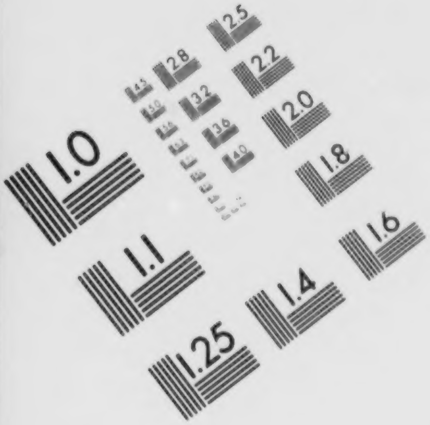
> You have been elected to the student governing body in your school and are preparing to attend the first meeting of the group. Each new representative has been requested to come prepared with his own list of suggested school rules and regulations in a number of areas. Thoughtfully, draw up your own list, using the categories listed on your worksheet.

Distribute copies of "School Zone: Go Slow," asking students to state as many rules and regulations as they feel are necessary in order to insure the successful operation of the school.

"The Rules and Me" is intended as a summary of the lesson's objective and should be distributed only after all the students have completed the first activity sheet.

If the class has some familiarity with parliamentary procedures, you may choose to organize the group as a student council. Volunteers could present their responses to number 2 to the group for consideration by the whole in open discussion.

Another suggestion would be to ask for a panel of volunteers to debate some of the responses to number 4. If you choose this latter activity, be sure to allow each side adequate time to prepare its arguments.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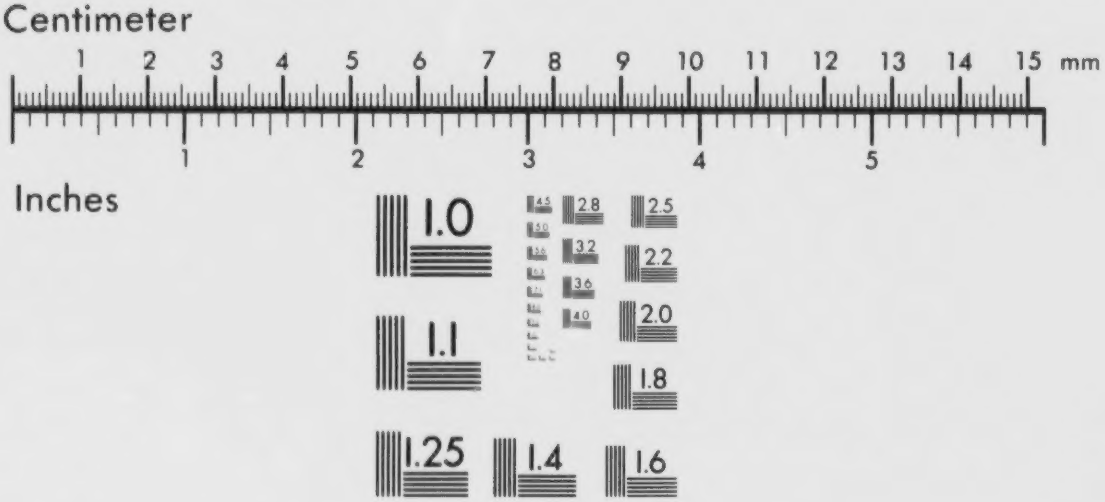
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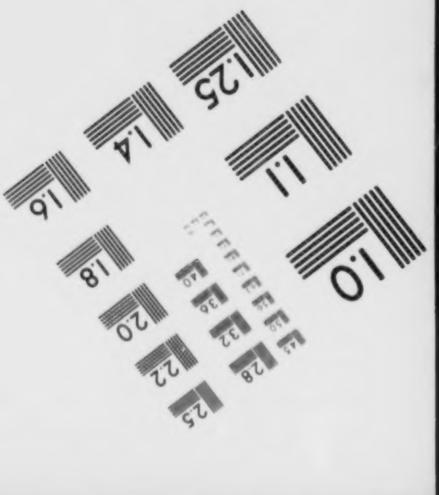
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SCHOOL ZONE: GO SLOW

SCHOOL POLICIES:

GYM GUIDELINES:

LIBRARY LIMITS:

RULES OF THE HALLS:

DRESS CODE:

NOON HOUR GUIDELINES:

CLASS PARTY POINTERS:

PARTICIPATION IN SPORTS:

THE RULES AND ME

1. How many rules and regulations did you list for the activity "School Zone: Go Slow?"

   Is this number greater or lesser than the number of rules presently in effect at your school?

2. Of all the rules you listed, which **one** would you most like others to follow? Reason for this choice.

3. How many of the rules in your list are presently school rules? How many are not?

4. Are there rules and regulations in your school which you would drop if it were up to you? Explain the reason for your views.

A BAKER'S DOZEN

Thirteen Reasons for Not Using Drugs

1. Drugs don't tune you in. The best way to know yourself and where you're going is through sober thought and evaluation.

2. Why should a fairly well-adjusted, mature individual need drugs? Ask yourself.

3. There are many pleasures in living and life – family, job, friends, children, music, literature, drama, art, sports, nature. There is no need to resort to synthetic help. Besides, drugs could block these pleasures.

4. I consider myself a strong person – able to face and solve my problems. I don't need drugs.

5. The illicit use of drugs can be a real hassel – hiding from parents, teachers, police – it just isn't worth all the trouble.

6. The long-range psychological effects of some drugs are still unknown at this time. I'm fond of ME and my ability to reason and I don't want to take a risk, no matter how slight.

7. Drug overdose is a leading cause of death among the young. I'm not about to commit suicide.

8. I don't want anything in control of my mind but me – especially not a chemical about which I know little or nothing.

9. Contrary to popular belief, drugs do not improve creativity or insight, they just give a temporary illusion of creativity or insight.

10. My peer group can't pressure me to be a user.

11. So what if drugs are fashionable – I like to set the fashion rather than follow it.

12. The illegal use of drugs is just that: ILLEGAL. Like it or not, you can really mess up your life if you get caught.

13. As a member of the human race with a concern for my fellow man, I don't want to involve anyone with drugs. If I were a user, I would set a poor example for others and I might influence them to follow my lead.

DREAMS

PURPOSE:

To provide an experience through which the student becomes aware of and confronts realistically the pressure that the expectation of parents and family may place on him.

ACTIVITY:

Distribute the activity sheet "Dreams. . . ." Each student will select a parent or guardian whose dreams and realities will be categorized in the first two columns. To prepare for this written activity, students should be encouraged to find an opportunity to hold a genuine communication with their elders. Most parents will welcome the opportunity to relive their hopes and dreams and will be grateful for the student's interest and concern. The third column will indicate what the student knows or believes to be that person's dream for him.

Where he shares the same dream, suggest that he star the item. Because this exercise involves examination of a very personal nature, students should not be asked to share their observations. However, you might pose the question, "Do you share most of the dreams your parent or guardian has for you?" A show of hands would indicate an affirmative response; a "thumbs down," negative; and crossed arms, no response.

The second activity in this lesson evolves from the student's consideration of how his elders have fared in translating dreams into reality. Suggest that the student now consider at length the life he would choose for himself as an adult. This may include the areas already mentioned in the first activity, as well as other aspects of life he wishes to anticipate. Provide the option of a written account, in either story or essay form, or an art representation of those dreams. One way in which the latter may be presented is by means of a personal "coat of arms" which illustrates symbols of what the student views as success.

Source Dimensions of Personality
Search for Meaning
Pflamm/Standard
Dayton, Ohio

DREAMS . . .

____________'s Dream ____________'s Reality ____________'s Dream for Me

SCHOOLING:

CAREER:

TRAVEL:

HOME:

SOCIAL LIFE:

LEISURE-TIME ACTIVITIES:

COMMUNITY INVOLVEMENT:

RELIGIOUS ACTIVITIES:

A JURY OF PEERS

PURPOSE:

To provide an experience through which the student may become more aware of the extent to which his behavior is influenced by his peers and his reasons for submitting to such power, to the end that he will evolve his own life style.

ACTIVITY:

Distribute the activity sheet, "A Jury of Peers." Because student response to the question posed here may vary greatly, no attempt is made to direct or limit thinking except as regards categories. In each area listed, request that the student give as many specific examples as he can think of: habits, practices, dress, purchases, and fads which he had adopted because of a desire to conform to his peers.

Peer power is neither all bad nor all good; but at this age level, where the desire to seek new experiences is unusually great, the pressure of peers may lead junior high students to indulge in highly dangerous and socially or morally unacceptable forms of behavior. Suggest that the class break up into small discussion groups, where each student will have a greater opportunity to participate, to discuss the role violations (e.g., shoplifting), use of alcoholic beverages, etc. Allow small group discussions to continue for a given period. Then ask each group to select one spokesman who will represent that group's views in a panel discussion of the negative effects of peer power.

As a summary activity, ask the student to indicate on the continuum on the second activity sheet where he would place the items listed if the left extremity represents complete individualism and the right extremity represents copying his peers. The items should be written vertically across the line in the position desired. The purpose of a continuum is to visualize, by the intersecting lines, where persons stand on a particular issue.

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A JURY OF PEERS

List examples of practices which you have adopted in each of these areas because you wished to be like others in your age group:

Dress:

Hair Style:

Language:

Pastimes:

Classes:

Purchases:

Other Practices:

WHERE AM I?

Complete Individualism	Peer Imitation

Dress:

Language:

Attitude Towards Parents:

Pastimes:

Food Snacks:

Hair Styles:

Club Membership:

Choice of Friends:

A LOOK AT MYSELF

You need to consider your own personality before you can make a choice as to what kind of career you should choose. How can you do this? The answers to two questions would be a start.

1. What do I need to know about myself?
2. What and how do I find out?

Information is available from the guidance counselor to inform you about:

1. Interests
2. Achievements
3. Aptitudes
4. Personality

The following checklist is designed to stimulate your thinking in this area:

1. Am I the type of person who can follow instructions?
2. Do I like doing a task exactly the same way each time?
3. Do I mind being told how to do a certain task or job?
4. Do I express my ideas clearly, both orally and in writing?
5. Do I enjoy writing?
6. Do I enjoy speaking?
7. Do I enjoy working with others?
8. Do I enjoy working by myself?
9. Do I prefer working outdoors?
10. Do I enjoy meeting new people?
11. Do I enjoy working with my hands?
12. Do I remain calm when:
    - a. taking a test in school?
    - b. having plans changed?
    - c. losing an argument?
    - d. losing something important?
    - e. participating in sports?

DESERT ISLE

PURPOSE:

To provide an experience through which the student gains an awareness of his dependence on others for the basic necessities of life

ACTIVITY:

Distribute copies of "Desert Isle." Ask your students to imagine that they are alone on a desert island. They are to recall the goods and services they need and use in everyday life and to indicate them through drawings or words on the activity sheet. As they list the needs, they are to write the name or position of the person who provides those necessities.

After the students have completed the first activity sheet, ask them to code their answers in the following manner:

1. Are some things on your list more important to you than others? If so, rank the three most important ones by placing the figures 1, 2, and 3 next to the corresponding items.
2. What things on your list could you really do without? Mark them with an X.
3. Which items would you not need at all if you were alone on a desert island? Mark them with an O.
4. What person are you most dependent on? Star the name.

Your students, too, are part of the power structure in that others depend on them to varying degrees. Distribute the second activity sheet. Ask each student to write his name at the center, and at the end of the rays, write the names of people for whom he supplies goods and/or services. On the ray, indicate what that good or service is. (Student responses might include delivering papers, baby sitting, cheerleading, putting out a school paper, birthday or other occasion gifts, "Cokes" and snacks, etc.)

When students complete this activity, they should code it as follows:

1. Place a G after each item representing goods and an S after each item representing services. Which category appears more often? Do all of the items fall in just one category? If so, can you explain why? (Allow time for discussion.)
2. Place a B next to names which appeared also on the activity sheet "Desert Isle."

To expand the lesson, permit each student to select one of two essay questions to which he will write a response.

1. If none of the people you usually depend on existed, how would you provide for yourself?
2. If you really lived alone on a desert island, how and why would your daily needs differ from those you feel today?

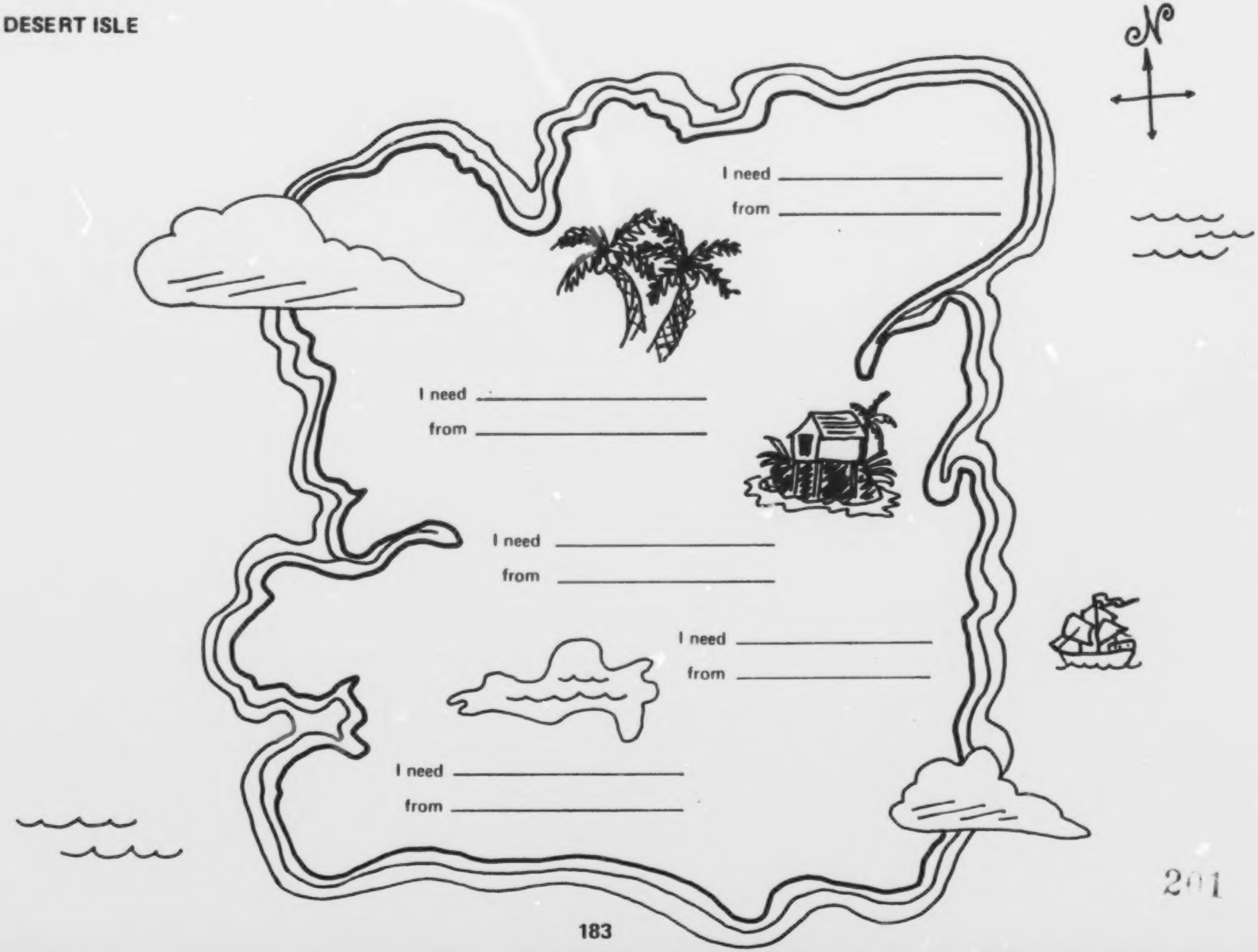
To summarize, ask the class to sit in a large circle, and respond sequentially in completing the statement, "I learned that. . . .Examples might include the following:

I learned that I contribute quite a few services for my family and friends.

I learned that I receive more goods and services from others than I give in return.

(A student may always "pass" in this type activity if he chooses not to share his response.)

DESERT ISLE



I need ____________________

from ____________________

I need ____________________

from ____________________

I need ____________________

from ____________________

I need ____________________

from ____________________

I need ____________________

from ____________________

YOU ARE THE JUDGE
IS IT RIGHT OR IS IT WRONG?

Purpose:

To talk about the way we act

Activity:

Tell the group about the following incidents.

A group of students are in a discount store when one of them, Mary Jane, notices that her best friend, Deborah, has slipped away from the group and is putting a watch in her purse.

- What would you do if you were Mary Jane?
- If you ignore the stealing, are you guilty?
- If you tell Deborah not to take the watch, are you helping her or not?
- Should you tell the store manager? Would you be helping yourself or Deborah?
- What would make it okay and then not okay to do what Deborah did?
- What might have happened if Deborah did take the watch and then leave the store?

Joe orders a hamburger at a small restaurant, eats it, then notices that no one is at the cash register and he could easily leave without being seen.

- What would you do?
- What might happen if Joe did decide to leave without paying?
- Is there anything that might happen that could make it right for Joe to leave without paying?

On a piece of paper have the students list five things that would be wrong for a person their age to do. Collect the written papers from each group member. Then select a panel of five students to respond to what was written. For example, does the panel agree that what was written should be considered wrong? Change the panel when the group is ready.

You are in the library and notice someone's science report on an empty table.

- What would you do in this situation?
- Would that be right for you?
- If what you do helps another person, is it right?
- Is it always right to help someone?

I BELONG

PURPOSE:

To provide an experience through which the student, by identifying his group associations and social affiliations, may be able to weigh the motives underlying his choices.

ACTIVITY:

Distribute the activity sheet, "I Belong." Ask your students first to list the organizations to which they now belong or which they would like to join and then to respond to the questions concerning them.

After the students have had time to complete the activity sheet and to consider its implications, conduct an open discussion as to why people form clubs and other organizations.

Then ask students to make a mental selection of one of the organizations named in their activity sheet which they will use as the basis for answering the questions you will ask. One student may serve as scorekeeper to note the number of "yes" responses, as indicated by raising the hand. Ask these questions:

1. Are most of the members of the same race as you?
2. Are most of the members of the same religious faith as you?
3. Are most of the members within two years of your age?
4. Is membership in this organization open to anyone who wishes to join?
5. Does membership in this organization cost you on the average at least a dollar a month?
6. Do most of the members live within a mile of your house?
7. Are the officers of this group elected more on their popularity than on their qualifications as leaders?

Ask the class what observations and generalizations they might make about clubs and club membership from the responses given.

To culminate this lesson, suggest that each student might like to plan what he would consider to be an ideal social club. Ask him to determine the purpose, rules for membership, activities, symbols and password, if any, costs involved, and time and place of meeting. Allow sufficient time to develop a realistic club concept. Later, those who wish to share their plan voluntarily with the class may do so. If a particular plan fills a void and meets with an enthusiastic response, a new organization may indeed be born.

Source: Dimensions of Personality
Search for Meaning
Pflamm/Standard
Dayton, Ohio

I BELONG

List below the organizations to which you now belong or which you would like to join:

____

____

____

____

Now answer the questions below as briefly as possible:

Do you or would you like to belong to a gang?

Would you be more apt to join an organization of which one or more of your friends is already a member?

Is the idea of making new friends a good reason for joining an organization?

Could membership in any of the organizations listed above somehow set you above some of your classmates?

Which group appeals to you because of a special activity or activities it carries on?

If you had a choice between attending a club function and spending an evening with a good friend, which would you choose?

With which are most of the groups of your choice associated – the school, church or community?

Should organizations be open to anyone who wishes to join them?

Is joining organizations a good way for someone new in school to get acquainted?

What kind of club or other organization does not appeal to you?

TRANSACTIONAL ANALYSIS

LESSON I

We are going to begin today by playing a guessing game. After I say the following sentences, see if you can tell me who I sound like.

1. It's time for you to go to bed.
2. Pick up your clothes.
3. I'll put a bandage on it for you.
4. Stop picking on your brother!
5. I'm going to make your favorite cake.

Answer: Your parents.

See who I sound like in the next group of sentences.

1. I want to play.
2. I want some candy.
3. I love going skating.
4. I don't want to take a bath.
5. I'm afraid of the dark.

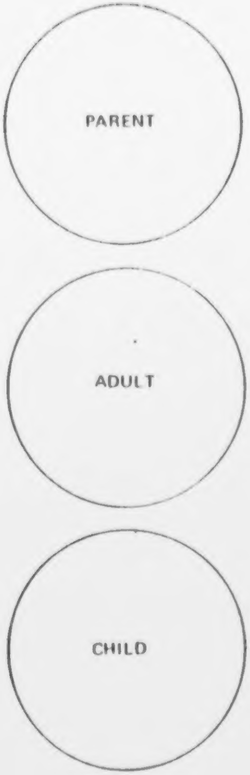
Answer: A child.

The next group is a little more difficult to tell about.

1. I think I'll do my homework now.
2. I should probably save some of my allowance if I want to go to the movie next week.
3. I wonder how long it takes to travel from Columbia to Charleston.
4. I had better follow the directions if I want to do well on the test.

Answer: An adult.

Teacher: In each and everyone of us we have three parts, or we can say three people. (The teacher will go to the board and draw the following. The teacher explains them as she labels them.)



Very bossy but kind

Your "parent" is in charge when you say things like: "I'll help you work that problem." "Don't cry, I'll fix it like new." "Please wear a coat so you won't catch cold."

Critical or judges things

Your "parent" is in charge of you when you say things like: "Get out of the way so I can see." "You surely are acting dumb." "Why don't you mind your own business?"

Thinks things out
Figures things out

Makes sense

When your "adult" is in charge, you talk sensibly and rationally. You say things like: "Have you seen my pencil?" "I'll set my alarm clock so I can get up on time." "What time is it?" "I think I'll read now."

Feeling part of us
Does not think

The "child" is in charge when you express love, fear, pain, anger, or having a good time. You say things like: "I love candy." "I can't wait until the circus comes to town!" "I'm going to beat you up." "I am afraid of snakes." "I love my grandmother."

Teacher makes the following statements and lets the students answer which part of them would be in charge. (The tone of the voice can change the ego state that is in charge.)

1. Sit in your chair right now. P
2. I wonder how long it took the astronauts to go to the moon? A
3. I want the popcorn and a coke. C
4. Would you like to play cards now? A or C
5. Let me put the bandage on your foot. P
6. I wish I had a new bike. C
7. If I saved my money, I wonder how long it would take me to get enough to buy a new bike. A
8. You are crazy if you think you are going to get a bike. P
9. Let me help you fix your bike. P
10. I think I'll study now. A

Teacher: Who can give me examples of when your "parent" is in charge? Students answer.

Teacher: Who can give me examples of when your "child" is in charge?

Teacher: Who can give me examples of when your "adult" is in charge?

Teacher: We want to remember that the parent is a good part of us. It tells the child in us what to do when we are puzzled. Example: You are to play in a football game, but the child in you wants to stay up late the night before the game. The parent in you may say, "You had better go to bed."

Any one of the parent, child or adult can be messed up by the other. All are important to us. Sometimes when your child gets angry or too strong, it messes up the adult and shuts off the parent. Wanting to fight at school is a good example of this. Another example: Your mother wants you to clean your room or empty the trash. The child in you does not want to hear, so you do not listen. You have messed up your adult or contaminated it with your child. Can anyone give us other examples?

Students may answer.

How do you tell which part of you is in charge?

Answers: Feeling; words you use; figure out how you cause others to act. If you cause others to act like a parent you are probably acting like a child. You have "hooked" their parent.
Example: Student acts up and causes teacher to scold. Child has "hooked" the teacher's parent.

Exercise: Think of. . . .

1. One thing you do which you copied from one of your parents and perhaps repeat to a friend or teacher.
2. A recent situation where you used your adult.
3. Some things your child most likes to do.
4. Which part of you is in charge most of the time?
5. A time when your child has contaminated your parent or adult.

LESSON II

Review the parent, adult, child concept. Make certain the students understand the concept before beginning this lesson.

Teacher: Today we're going to talk about **transactions**. A transaction is like a conversation.

Question: Who knows what a conversation is?

Answer: Anytime two or more people talk with one another.

Teacher: I guess you know that we can have both good and bad conversations.

Question: Who can give me an example of each kind?

Answer: Good Conversation—

Phil: "Did you do your homework last night?"

Susan: "Yes, but I thought it was difficult."

Phil: "Maybe I can help you understand it better."

Susan: "Thanks, I'd appreciate it."

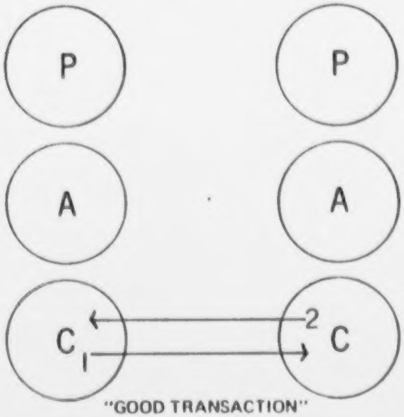
Bad Conversation—

Sylvia: "Would you like to come home with me today and play?"

Jane: "I wouldn't go home with you if you were the last person on earth."

Sylvia: "Well, I really didn't want you to come home with me anyway."

Teacher: We are now going to talk more about good and bad conversations or transactions. (Teacher goes to the board and draws the following.)

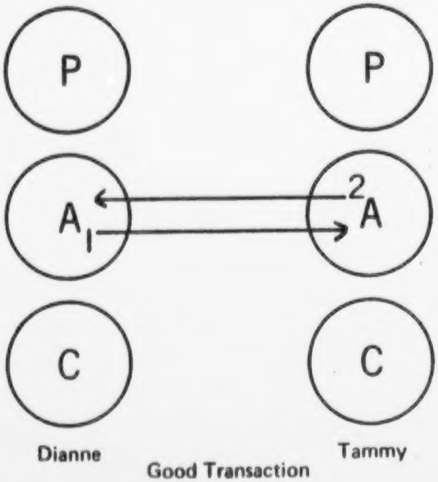


"GOOD TRANSACTION"

Fred: "I like playing football. Do you like playing?"

Joe: "I surely do. Let's play!"

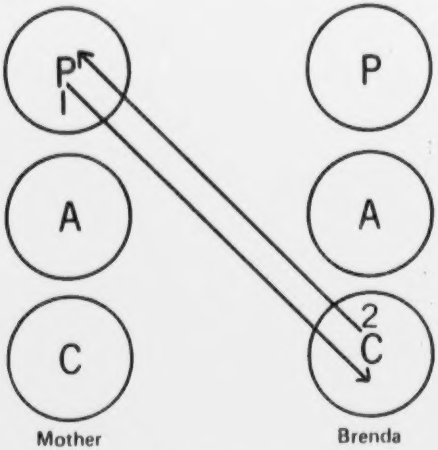
(The teacher explains which part of each person is talking to the other.)


P
P
A
1
2
A
C
C
Dianne
Tammy

Good Transaction

Dianne: "Could you tell me what time it is?"

Tammy: "Yes, it is 9:30 a.m."

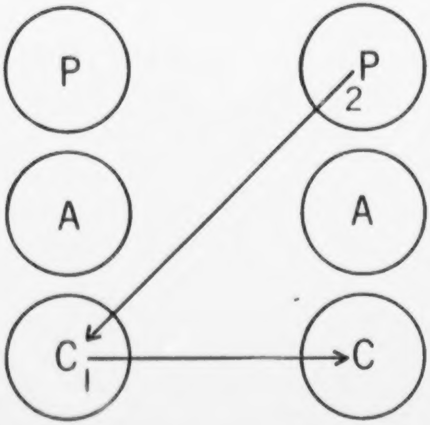

P
1
P
A
A
C
2
C
Mother
Brenda

Good Transaction

Mother: (nice tone of voice) "Brenda, you'd better clean your room now."

Brenda: (nice tone of voice) "If you want me to I will, Mother."

4.



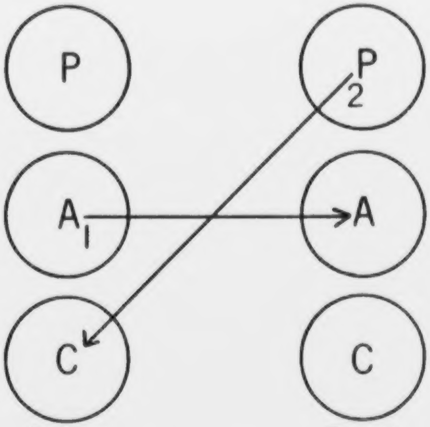
Fred Joe

Bad Transaction

Fred: "I like playing football.
Do you like playing football?"

Joe: "That's a dumb game and you're no good at it any way."

5.

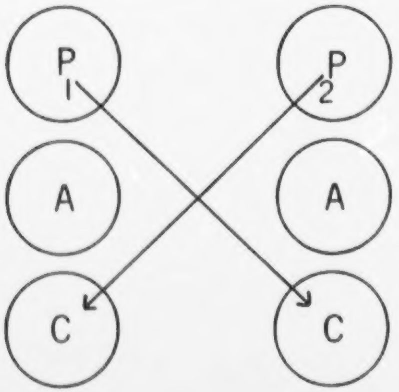


Dianne Tammy

Bad Transaction

Dianne: "Could you tell me what time it is?"

Tammy: "You always want to know what time it is. Stop asking me!"



Mother Daughter (Brenda)

Bad Transaction

Mother: (nice tone of voice) "Brenda, you had better clean your room now."

Brenda: (unpleasant tone of voice) "You are always telling me what to do. I don't have time now, so stop bothering me."

Teacher: Explain that poor transactions cross each other.

Exercise: Can you think of some good and bad transactions you have had with either parents, teachers, or friends?

Teacher: Allow students to go to the board and diagram some of their transactions. If time allows, give out drawing paper for this exercise.

LESSON III

Teacher: This will be our last session on T.A. (Review the parent, adult, child concept and a couple of transactions before you begin this lesson.)

Teacher: Have you ever noticed how cats and dogs like to be stroked, petted, fed and played with? They even like to be talked to sometimes. Well, we're pretty much the same way. We all like attention. We are going to call the attention we get and give others strokes. There are two kinds of strokes – good and bad.

Example of a good stroke: hug, a compliment, a "hello," a wink of the eye

Example of a bad stroke: slap or spanking, fussing, saying mean things

Everybody wants strokes. If we find we can't get good strokes then we'll settle for bad ones because, whether you realize it or not, you would rather have a bad stroke than no stroke at all. Example: How many of you do something to irritate your teacher so she will tell you to stop talking, sit down, do your work, or keep your hands to yourself? You are collecting a negative or bad stroke from your teacher. Another name for good strokes are positive strokes.

I am going to read some sentences, and let's see if you can tell the difference between positive and negative strokes. (Let students answer after each sentence is read.)

1. That was a great meal, Mom! P
2. Stop kicking your brother. N
3. It surely is nice having you for my teacher. P
4. You surely do act silly. N
5. You are a good group of students. P
6. A spanking is what kind of stroke? N
7. A hug is what kind of stroke? P
8. A pleasant smile is what kind of stroke? P

Exercise:

1. What are some positive strokes you have given to a parent, teacher, or friend?
2. What are some positive strokes you have received from a parent, teacher, or friend?
3. What are some negative strokes you have given to parents, teachers, or friends?
4. What are some negative strokes you have received from parents, teachers, or friends?
5. Do you ever try to see how many negative strokes you can get or collect?
6. If so, do you collect them from teachers, parents, friends, brothers or sisters?

When the child part of us does not get any strokes, he becomes unhappy and scared. He may start playing games to get strokes. He may act silly, clumsy, or even stupid. He may try to irritate others to get attention. He may put down other people to make him feel better.

Can you think of times you have played games?
Have you ever put others down?

T.A. can help us to know ourselves better and to recognize which part of us is in charge. If the adult is the leader of the other two parts then you may be able to have a better life.

What has T.A. taught you?

- 9 -

GROUP GUIDANCE

NAMES HAVE MEANINGS

Get a baby book in which the derivation and origin of first names are listed. Ask for volunteers and then the teacher looks up a person's first name. He reads its derivation and meanings to the group. Students then get a chance to comment on what their names mean, how they feel about it, etc. Students really enjoy the activity and it provides a good deal of laughter and closeness with the group.

GUESS WHO I AM?

This can be used as a get-acquainted activity or a getting-to-know-you activity later in the year. It focuses everyone's attention on one person in a healthy way and gives that person a moment in the spotlight.

Have your students write out some biographical information that describes them but does not make it too obvious who they are. Include such things as hobbies, talents, major trips they have taken, unusual things about their family and so on.

When each person has done this, collect the cards and read them while the class attempts to guess who is being described.

WHAT'S IN MY BAG?

Have the students collect a large number of success symbols and other meaningful objects that represent who they are and place them in a shopping bag.

Next, have them decorate the outside of the shopping bag with personally related pictures, words, and symbols, thus producing a three-dimensional collage.

This exercise can also be done using a cigar box or any other kind of container.

WARM-UP QUESTIONS FOR CLASSROOM GUIDANCE

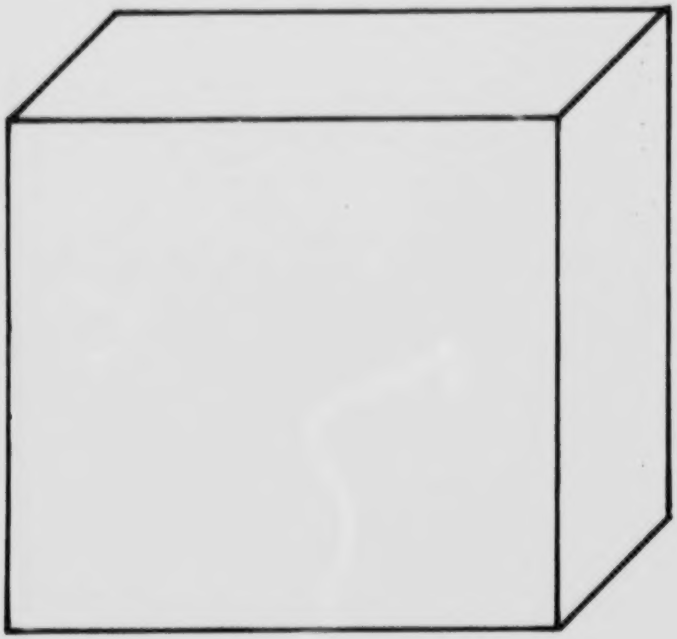
1. Are there any reasons why people take drugs?
2. How do you try to make friends?
3. Suppose we want to make this school the best possible school. How should we proceed?
4. What does it mean to worry? What is a hug? What do we try to tell people when we hug them? Why do we hug people?
5. What is learning?
6. What is more important to you–work or play? Can work be fun?
7. How much money would you need to cover all expenses for a week? How long do you think a million dollars would last?
8. What do you know about yourself? How would you find out more about yourself? In what ways are we all alike?
9. What's the difference between a boy and a monkey?
10. Has anyone ever had a sadness, been angry, or experienced a happy feeling?
11. What can each one do to improve this class?
12. Suppose your hair turned blue every time people lied. What do you think this would be like? How could you deal with it?
13. What do you think life would be like if you were taken from your mother at birth and put in a commune? Do your parents love you if they punish you?
14. What emotions would you like to see vanish? What would the world be like without emotions?
15. Suppose you woke up one morning and there was no one else around. What would you do? (loneliness)
16. If you could build a new city anywhere, what would your city be like?
17. How should we elect a person of the week? How many shall we select?
18. How would you feel if you were the only child in the world (between ages eight to twelve)?
19. Suppose I had two tickets to give someone to go to Disneyland? Who should get them? How would you spend your time?
20. If you were marooned on a desert island, what would you like to take with you?
21. If you didn't have to go to school, would you?
22. What is punishment?
23. How will you change school for your children?
24. If you could be anything you wanted to be, what would you be?
25. If you could do away with rules, which ones would you do away with?
26. If you had three wishes, what would you wish for?
27. Why do we have school?
28. What makes someone popular?
29. If I had a million dollars, I would·······.

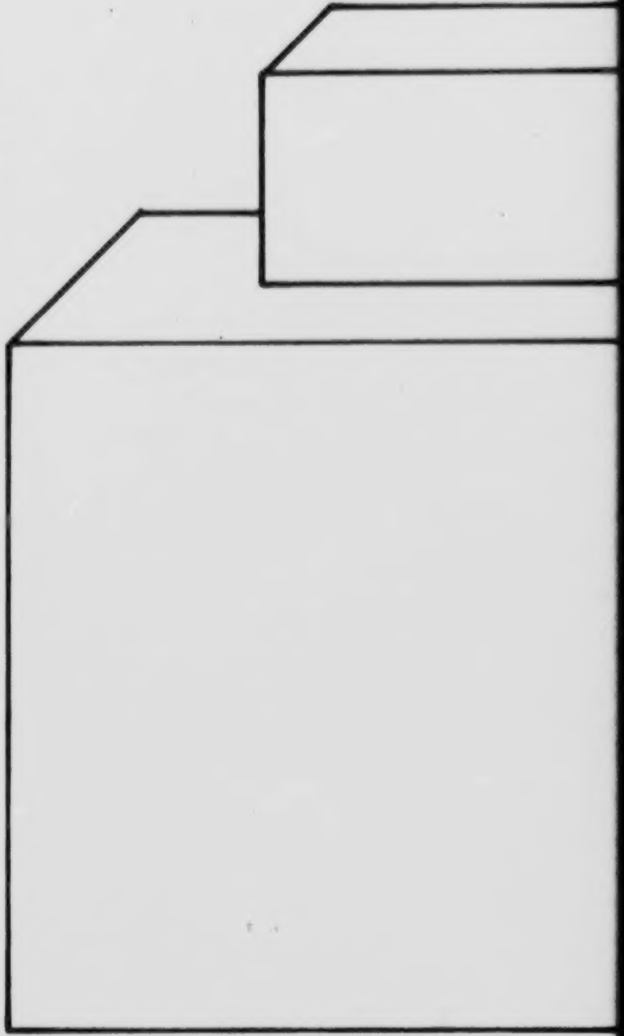
VALUE PACKAGES

Read Aloud

Imagine that tomorrow the mailman is going to deliver three packages to you: a very small package, a medium package and a very large package. Anything you want can be delivered in each of these packages. The size of the small package is determined by you; the other two packages just have to be progressively larger.

In the three packages below, write or draw what you fantasize will be delivered to you.





THE NAME GAME

The game will give you a chance to see how other people in your group see you. Remember to be positive when you are describing another person.

TOPICS

- Vegetables
- Fruits
- Cars
- Furniture
- Colors
- Flowers
- Animals
- Seasons
- Musical Instruments
- States
- Clothing
- Cities
- Sports

DIRECTIONS

1. Form a circle.
2. One volunteer closes his eyes.
3. The other group members nonverbally point to a person who is "it." All must agree on one person to be it.
4. The volunteer uncovers his eyes. Using the above categories, he asks each group member a question which begins, "If this person (the person designated as it) were a vegetable, what vegetable would he be? If this person were a color, what color would this person be?"
5. After each person has responded to a question, the volunteer has two guesses to determine who is "it."
6. When "it" is recognized, he may ask the other group members questions about the names they have given him.
7. At the end when one person is left who has not been it, this person may ask the other group members, "If I were an animal, what animal would I be," etc.

OPENERS AND ICEBREAKERS

WHAT ARE THEY?

Introductory activities to use with a new group whose members do not know one another or to use with an existing group to set a new tone or mood of acceptance and openness.

WHAT DO THEY DO?

At a minimal level, they help group members learn each other's names. They help legitimize the expression of feelings people have. They say to people that feelings are real, are a part of us, and deserve to be recognized and accepted. Finally, they help people—children, young people, and adults—get in touch with themselves, identify things that describe how they feel about themselves at this time.

HOW DO YOU DO THEM?

A series of "opener" activities is presented below. Variations and alternatives of each are explored. If you have the time, these activities work well in the sequence in which they are presented. You may want to alter the sequence or introduce other variations of your own, depending on the age and experience of the group, your purposes, and the time you have. Note that some of these activities can be used again and again—others are one-shot activities, at least with any one group.

1. Open up the group: **NAME CARDS.** Give each person a card or a small piece of paper. Print your name on it in large letters (with felt tip pens or crayons).

   Variation: Print your name. Now print four words that describe you: how you see yourself as a person, ideas about yourself you would like to share with others; BUT all the words must end in -ING (for example, caring, feeling, hoping, coping, fearing, loving, trying. . . .) Then, somewhere on the card, write the name of one person you have known that has been very important or influential in your life. Finally, write the name of the place you would like to live, if you could live anywhere in the world.

2. Conduct a short "getting together" activity—**MILLING, SHARING TRIOS**, or just having them interview and introduce each other to the rest of the group, whatever is appropriate.

   MILLING. Let's all move to the front (back, side) of the room where we can move about. Let's see if we can say "hello" to people with our eyes, rather than our voices. We're going to move around the room saying "hello" to each person, without saying a word. To get started, pick one person you would like to know better, move up to that person, read his name and his card, "eyeball" it—say "hello" with only your eyes, then move on to another person, and another, until you have greeted everybody. Have you picked a person you would like to know better? Say "hello." Now, this time, but again without saying a thing, move around the room with a smile and a handshake for everybody.

   SHARING TRIOS. (Could follow milling or be used instead of it.) Can be used off and on again during a semester as a change of pace. The basic idea is that individuals form trios, and spend a few minutes discussing the topic or idea that the leader gives them; one person in each trio then moves on to another trio and is replaced by another. People get a chance to meet one another, and each person gets a chance to talk legitimately. Topics or ideas which the leader tosses out can be any appropriate subject, depending upon the level of security, openness and experience of the group members.

HERE–AND–NOW WHEEL. Take off your name card, turn it over, and draw a large circle on the back of the card. Now, draw two intersecting lines at right angles to each other, making four spokes inside the wheel that is formed. (Illustrate on the chalkboard.) On each of the spokes, write a word describing how you are feeling as a result of the session so far. We all have feelings that develop or arise from things we do, situations in which we find ourselves. These feelings are normal and natural and a part of knowing ourselves.

Now turn your card back over. This exercise is designed to help us think about what we are feeling. The HERE–AND–NOW WHEEL, with our feelings on it, is our own private information right now. It represents our inner self.

Put your name card back on but with the HERE–AND–NOW WHEEL next to your body and your name facing out. The name side represents our outer self, what we share with others. Our outer self faces out, and we can wear it the rest of the time today, but our inner self, as represented by the wheel inside, faces us.

CAREER EDUCATION

1. Occupational Signpost Game

Materials: 6" x 9" construction paper squares with names of occupations on them (i.e., waiter, doctor, auto mechanic)

Procedure: pick a child from the class to come up front. Give him an occupation card without his seeing it, and have him hold it on his forehead. Children from the "audience" give him clues about his occupation. Example: Occupation–Veternarian. Clues: (1) you work with live things; (2) you help them in some way; (3) you give shots to animals. OR Occupation–Waiter. Clues: (1) you work with food; (2) you carry trays.

2. Happiness Game (or the Game of Happiness)

Available in toy stores. Appropriate for grades 2 and up. Object is to win six keys of happiness (love, friendship, money, faith, knowledge, health). After game, ask children to rank order according to importance to them. Share with group telling reasoning.

3. Tell It Like It Is: the ungame, Au-Vid, Inc.

Land on orange square and draw a card (yellow or white). Example: yellow, say something about America; white, share a sad experience with the group. This must be ordered through the company.

4. Personality Cards

4" x 4" cards (different colors are nice) with positive characteristics (cute, nice, gentle, calm, pretty, etc.). Spread out on floor and go around several times picking cards describing yourself. Share with group; take turns giving one of your cards to someone you think describes them (lots of "warm fuzzies" here). Many varieties of this game possible.

5. House of Cards: available in toy stores

Done similar to Personality Cards, only cards have pictures. Pick cards according to pictures (or representing some aspect of your life) meaning something to you. Again many variations possible.

6. Magic Circle: developed by Human Development Program

CAREERS

CHECK ONE	LIKE ME	NOT LIKE ME
1. I love the outdoors		
2. I like being by myself.		
3. I'm shy.		
4. I'm very determined.		
5. I have a lot of self-confidence.		
6. I'm aggressive.		
7. I'm impulsive.		
8. I'm good at talking people into things.		
9. I love being around children.		
10. I have a lot of pets.		
11. Math is my worst subject.		
12. I hate doing the same things over and over.		
13. I like to meet new people.		
14. I don't mind working on Saturdays as long as I feel I'm doing a good job.		
15. I want to be famous.		
16. Danger doesn't bother me. I want excitement.		
17. I want people to look up to me.		
18. I feel useful when I'm helping others.		
19. I love to doodle.		
20. I hate clerical work (filing, alphabetizing).		
21. I like everything on schedule. I feel most things should be planned out in advance.		
22. There is a place for everything, and everything should be in its place.		
23. I'm afraid of heights.		
24. A lot of noise does not bother me.		
25. I don't like people telling me what to do.		

PERFECT DAY

Career Education Element and Objective:

Self awareness—the student will become more aware of people, activities, and places that are important to him.

Discipline Area(s) Where This Activity Can Be Used:

Language Arts, Advisor-Advisee Group (AA)

Description of Activity:

The teacher asks the students to close their eyes and to fantasize about a "perfect day." The students are told there are no limits—they can be anywhere, have any amount of money, be with anyone. The teacher gives them time to think and then asks questions to stimulate their thinking: Where are you? What are you doing? Who are you with? What season of the year is it? After a few minutes, students are told to open their eyes and write a description of their perfect day.

At the end of the period, the attached checklist is completed by each student.

Resources/Materials Needed:

Pencil or pen, checklist

Evaluation Criteria:

These are included on the checklist which the students fill out.

Number of students that can be involved in the activity: 30

PERFECT DAY CHECKLIST

Check one answer in each group:

1. I spent my day

_______________alone.

_______________with one other person.

_______________with many people.

2. The things I did

_______________required much money.

_______________did not require much money.

3. I did things

_______________I have done before.

_______________I have never done before.

4. My day was spent

_______________in my hometown.

_______________away from my hometown.

Complete each of these statements:

1. What I learned most from this activity was ____

2. The thing I liked best about this activity was____

3. The thing I liked least about this activity was____

PHONOGRAPH RECORDS

Career Education Element and Objective:

Attitudes and appreciation—the student will become aware of elements involved in personal job satisfaction and in employer expectations of his employees.

Discipline Area(s) Where This Activity Can Be Used:

Language Arts, Advisor-Advisee (AA) Group

Description of Activity:

The teacher introduces the activity by getting the students to think about phonograph records. When you play them, they produce sounds. The students will make some records by writing sounds on construction paper phonograph records. One side of the record will represent positive sounds and the other side negative sounds.

The students divide into groups of four. Give them some construction paper records. The students will design the following records:

RECORD 1

Side 1: Sounds of a person who enjoys his work.

Side 2: Sounds of a person who does not enjoy his work.

RECORD 2

Side 1: Sounds of an employer who is satisfied with his employee's work.

Side 2: Sounds of an employer who is dissatisfied with his employee's work.

Students then share their records with the total class. The teacher leads a discussion about job satisfaction and employer expectations.

Resources/Materials Needed:

Pencil or pen, construction paper circles

Evaluation Criteria:

Upon completion of the activity, each student will be able to make one "I learned________________" statement about job satisfaction and employer expectations.

THE GIVING TREE

"The Giving Tree" is the title of a story about friendship for "children of all ages," written by Shel Silverstein (Harper and Row, 1964). It is the kind of story that can get teen-agers thinking about what friends mean to each other—the need for giving and receiving.

Teen-agers can do much for each other by simply listening, trying to understand and showing they care. But "real sincerity" can be verbally elusive, and sometimes it is easier for young people to express their thoughts to others in writing.

Perhaps your students will react favorably to the idea of having their own "giving tree." A tree limb with a number of smaller branches can be set up in a large sand-filled coffee can. Hang an envelope for each student on the branches. Notes in a positive vein—supportive, expressing understanding, offering help—can be written and slipped into an envelope at any time. The sender may remain anonymous.

A giving tree can serve as an intermediary, letting students give to each other without risk.

CAREER AWARENESS PROGRAM FOR SEVENTH AND EIGHTH GRADERS

1. Representatives are invited from the following:

   a) Trade and TEC Schools
   b) Colleges
   c) Medical Professions
   d) Armed Services

2. Students are grouped as follows:

   a) seventh graders
   b) eighth graders

The representatives rotate to the various groups. Each representative gives a "short" talk concerning the area he represents. Also, booklets and other materials are given to students.

This seems to be a very effective way to help students become aware of different careers.

NAME ____

"I AM PROUD. . ." ____

If you complete the three sentences below, you will find out more about your values. Complete each sentence with a true statement about yourself.

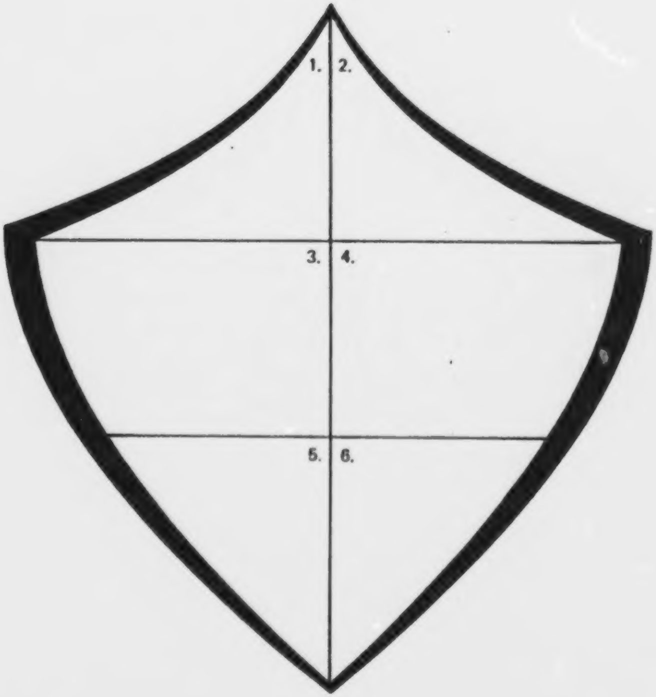
I am proud that ____

I am proud that ____

I am proud that ____

COAT OF ARMS

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms."



1. Draw two things you do well.
2. Draw your "psychological" home or the place where you feel at home.
3. Draw your greatest success in life.
4. Draw the three people most influential in your life.
5. Draw what you would do with one year left to live.
6. Write the three words you would like said about you.

CAREER CLUSTERS

OBJECTIVE: To make students aware of the vast number of occupations, and to give them some practice in classifying specific occupations within career clusters.

Seventh grade students are scheduled to participate in the Career Awareness program. The film, "A Career is Calling," is shown at the first meeting. The film shows that a diversity of skills is required by the Bell System to fill its many positions. The activity asks students to look at fifteen career clusters and to fit specific occupations within those clusters. The responses are discussed, and the counselor explains that many people have several careers in their lives.

The counselor provides information on the use of the following:

1. Occupational Out-Look Handbook
2. Lovejoy's College Guide
3. Dictionary of Occupational Titles
4. Career Handbooks on Health Careers
5. Career Briefs

It is important to know the different kinds of jobs that might be open to you someday. You do not have to decide on one now. You may even change your mind several times. Still, you should at least be thinking about career possibilities.

The United States Office of Education has determined that there are over 24,000 different kinds of jobs in which people can earn a living. These jobs can be grouped into the fifteen general categories, or career clusters shown on the next page.

2400 careers

career clusters

Agri-Business & Natural Resources 1	Business & Office 2	Health 3	Public Service 4	Environment 5
Communications & Media 6	Hospitality & Recreation 7	Manufacturing 8	Marketing & Distribution 9	Marine Science 10
Personal Service 11	Construction 12	Transportation 13	Consumer & Homemaking 14	Fine Arts & Humanities 15

Place the number of the career cluster in which you could find each job in the space following the job name.

Billing Clerk ____ ____
Hairdresser ____ ____
Forest Ranger ____ ____
Computer Programmer ____ ____
Telephone Installer ____ ____
Parks Ground Keeper ____ ____
Owner of a Merry-go-round ____ ____
Assembly Line Supervisor ____ ____
Scuba Diver ____ ____
Shoe Repairer ____ ____
Pilot ____
Greeting Card Illustrator ____

County Farm Agent ____
Hospital Administrator ____
Police Officer ____
Advertising Copywriter ____
Hotel Desk Clerk ____
Salesperson ____
Lawyer ____
Heavy Equipment Operator ____
Garage Mechanic ____
Teacher ____
Customer Service Representative ____
Dental Hygienist ____

Pollution Control Technician ____
TV Camera Operator ____
Tool and Die Maker ____
Warehouse Worker ____
Restaurant Owner and Operator ____
Aquarium Director ____
Carpenter ____
Telephone Operator ____
Musician ____
Baby Sitter ____
Your own job choice ____
____

BOMB SHELTER EXERCISE

OBJECTIVE: Improvement of student self-concept. Students will develop skills in communication, decision making and values clarification.

Step 1

Do not explain any part of this exercise to the group members at this point. Have each member write on a piece of paper what he would most like to be regardless of ability, intelligence, aptitude, finances, etc. They may further elaborate on this by including hobbies or special areas of interest, i.e., surgeon with scuba diving as a hobby.

Step 2

Have each member introduce himself to the group as that person he has described on his paper. Do not have two members with the same occupation. In order to remember who is what, it is a good idea to have each person repeat the previous occupations before introducing himself.

Step 3

Set up the situation; you are in a bomb shelter, the bomb will drop in x minutes. You cannot close the door because there are too many people in it. You must exclude someone. (In a group of ten, you normally exclude two people.)

Step 4

Process of exclusion

Step 5

Send the excluded people out of the room with one minute to go. After the bomb drops, bring them back in and discuss the exercise—usually non-assertive types and women are never excluded. Aggressive ones are. Exclusions are usually based on group interaction (assertive/non-assertive) rather than from the logical occupations needed to survive in the aftermath of a nuclear explosion. After the exercise, the group members can give each other feedback on their performance during the exercise.

TASK: Pretend that a bomb has been dropped and ten people are left in a bomb shelter. There is only enough food and oxygen to accommodate seven of the people until the fall-out has reached a safe level. These seven will have to create a new society.

1. A 70-year-old minister
2. A pregnant woman, hysterical
3. Her husband
4. A laboratory scientist
5. An electrician

Your group must reach a unanimous decision on which three people must go.
You have thirty minutes to reach a unanimous decision on this problem.

6. A famous writer
7. A female vocalist
8. A professional athlete
9. An armed policeman
10. A high school girl

PIE OF LIFE

Career Education Element and Objective:

Self-awareness—the student will inventory a typical day to see how he/she actually does spend his/her time.

Description of Activity:

Teacher introduces activity by saying: "How many hours are there in a day? So you have twenty-four hours every day to spend doing something. Twenty-four hours sounds like a long time. Have you thought about how you spend these twenty-four hours? I want you to think about yesterday. What did you do? I know you had to sleep, go to school, eat, and do other things. But how many hours did you spend on each activity?"

The students complete the questionnaire, "What Did You Do Yesterday?" The students then are given the sheet entitled, "How I Spend My Day." The teacher explains that one segment of the circle stands for one hour; there are twenty-four segments. The students then choose a color for each activity and label them. Now they have a graph of how they spent their day.

Resources/Materials Needed:

Crayons, necessary handouts

Evaluation Criteria:

Pass out the sheet of sentences that are to be completed or write the uncompleted sentences on a chalkboard. (The uncompleted sentences are included with this activity.)

Number of students that can be involved in the activity: 30

SOURCE: Simon, Sidney, Leland W. Howe, and Howard Kirschenbaum. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students.* New York: Hart Publishing Co., Strategy Number 33.

Follow-Up Activity:

Have the students do a graph of a "perfect day."

WHAT DID YOU DO YESTERDAY?

How many hours did you **SLEEP**?

How many hours did you spend at **SCHOOL**?

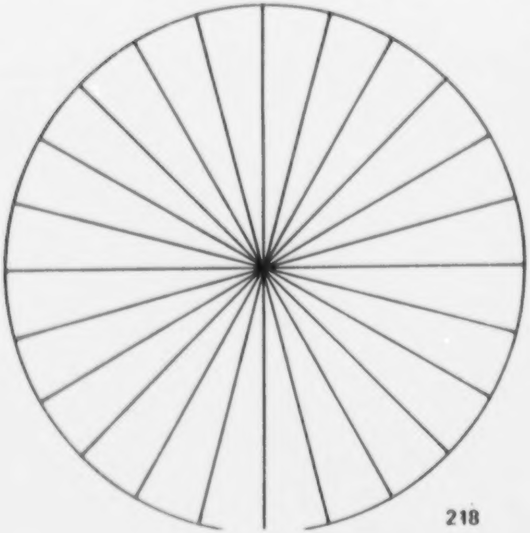
How many hours did you spend on **HOMEWORK**?

How many hours did you spend playing with **FRIENDS** after school?

How many hours did you spend with your **FAMILY**, including meal times?

How many hours did you spend **ALONE**?

How many hours did you spend on **CHORES** around the house?



TOTAL HOURS: This should equal twenty-four hours, since there are twenty-four hours in a day.

COMPLETE EACH OF THESE STATEMENTS:

1. I learned that I spend the most hours ______________________________
____

2. I learned that I spend the least amount of hours ____________________
____

3. The thing I liked best about this activity was ______________________
____

4. The thing I liked least about this activity was ______________________
____

5. What I learned most from the activity was _________________________
____

THIS IS ME!

A Kleenex carnation, a clipping of baseball box scores, a photo of a beaming bald-headed baby, a drawing of a horse at full gallop with mane and tail streaming, and the foil from a chocolate kiss—a self-portrait of Mona.

Each item represents something of personal value—things especially dear, especially exciting, especially a part of the student.

Collecting and composing a collage of such items can be a means of developing self-awareness, a feeling of one's own uniqueness and self-worth.

Have children collect magazine pictures, photographs, drawings, small objects, clippings or other items that tell about themselves and things they enjoy. Though the idea may be introduced to the group and possibilities for items discussed, the project, itself, is a personal one with each individual deciding what best represents his world.

Each child arranges his collection on a large piece of construction paper or tagboard. After the items are glued down, collage fashion, each child has a display of his interests and personal history. Some children may wish to share with the class just what the items represent.

Through this project you will learn more about each child, while classmates may discover mutual interests; and each child can take quiet pride in the collage collection that declares, "THIS IS ME."

IMPROVING STUDENT SELF-IMAGE

"I think you are a good friend and very honest," Suzy tells Lisa. Compliments are the serious business of Monthly Positive Sessions. It takes practice to say something nice about someone to that person directly. Being critical in a negative way seems to be no problem for most students. And at first a student may tend to talk about rather than to someone. Suzy may need to be reminded to tell Lisa directly, and Lisa should really listen, not respond.

Kids can be pretty superficial. If all Joe can say to Tom is that he likes his minibike, let him. As kids touch other areas, they will learn from each other.

Finish up by discussing how students felt giving and receiving compliments. Sharing and feedback are part of the learning process. Skills gained from the Monthly Positive Sessions should help in the honoring of a Student of the Week.

1. The students' names are placed in a box and one name is drawn to become Student of the Week.
2. S.O.T.W. (Student of the Week) may leave the room (optional) while the rest of the class states things they like about that student. Be patient, encouraging. Stress that everyone has many good qualities. Also, the fact that each person's turn will be coming up tends to be an incentive. Six or eight statements should be listed, about equal in length.
3. Have the S.O.T.W. bring in a picture of himself or take one with a Polaroid camera.
4. Post the S.O.T.W.'s picture, name and list of good qualities on the bulletin board. You may change this bulletin board each week, or you may wish to make a cumulative bulletin board of the S.O.T.W.'s.
5. To assure all class members recognition within a shorter period of time, you may wish to have three Students of the Week at a time.

Monthly Positive Sessions and Student of the Week have proved to be simple and effective ways of improving students' self-image. And the kids really seem to like it.

GUIDANCE CLASS UNIT (PERSONALITY)

1. Question: What do you think the meaning of personality is? Students give their opinions.

2. Teacher summarizes and defines personality. Personality is what makes one human different from another—individuality.

3. Question: Is there any one who feels exactly the same way you do about all things, reacts the same way you do, has the same moods you do, etc.? Answer: No. These traits make your personality.

4. Have students think of words to describe the personalities of some well-known people as the teacher names them (Lucille Ball, Flip Wilson, Evil Kneivel, etc.). Can show some pictures.

5. Ask students to describe these famous people's personalities.

6. Ask students to describe others' personalities saying only positive things.

7. Question: Can you change your personality?
   Answer: Yes.
   Question: Is it hard to change your personality?
   Answer: Yes, but it can be done if you REALLY want to.

8. Question: What one thing would you like to change about your personality?

9. Question: What one thing do you like about your personality and would not want to change?

10. What do you consider a pleasing personality?

11. EXAMPLE: Most students FINALLY agreed that one can change a personality trait, but it would be very hard. One student refused to admit his personality could be changed. Teacher asked him to name one of his personality traits that he felt could not be changed. He thought and said that every time his mother bought cupcakes and put them on the kitchen counter he HAD to take one and eat it. Teacher agreed with student that cupcakes are very tempting. Teacher added, "If I took poison and put some on each cupcake and you knew it, would you still take one and eat it?" Student said, "No, not if it was poisoned." Teacher said, "Then whether you take one or not depends on if it's worth it to you. You CAN change your ways if it's worth it to you, but not until."

GUIDANCE CLASS UNIT (HYGIENE AND APPEARANCE)

Have all the girls come together for one class and have all the boys for the other class.

1. Question: What do good grooming habits mean? Students give opinions.

2. Teacher summarizes and defines good grooming habits. Good grooming habits are things that you do to your body to make yourself clean, neat, and pleasing in appearance.

3. Divide students up into groups of four or five and have them make a list of good grooming habits they would like to discuss. Allow about ten minutes for group work. (Possibly students could act these out.) On the back of the paper, list five poor habits which we should not do.

4. In the large group, let a student suggest a habit and then let the group discuss it. Proceed one habit at a time, good or bad.

5. Good grooming habits for boys and girls that should be covered:

   a. bathe daily with soap and wash cloth
   b. wash hair using shampoo
   c. cut fingernails (round) and toenails (straight) and clean under
   d. brush and comb hair often
   e. change outer and under clothes daily
   f. wash face and hands often
   g. clean ears
   h. brush teeth and tongue often
   i. clean and polish shoes
   j. use correct posture
   k. use deodorant daily

   Good grooming habits for GIRLS:

   l. sometimes use nail polish and make-up
   m. set hair
   n. bath powder, lotion, bath oils

   Good grooming habits for BOYS:

   o. keep hair trimmed and shaped
   p. use cologne or after shave
   q. later shave face
   r. clean ears

6. EXAMPLE: Teacher asked, "Who should wash his face more, a 5-year-old or a 13-year-old? Or the same?" Some students said a 5-year-old because he plays in the dirt more; some said the 13-year-old because people expect him to look nicer; some said the same because they both get dirty. Teacher said, "Take your finger and wipe beside your nose and down your face." Teacher: "What do you feel on your finger?" Students finally agreed: "Oil." Teacher: "If you were five years old you wouldn't feel so much oil. Why?" Students finally agreed that the oil glands in their faces were not working as much. Certain glands in their bodies start to work between the ages of nine and fourteen approximately; therefore, as they get older, they have to bathe more often and wash their faces more.

GUIDANCE CLASS UNIT (FEELINGS)

1. Question: How do you feel about being here and in this class? Students give their opinions.

2. How would you feel if I said (GRUFFLY), "Wipe those smiles off your faces, sit up in those chairs, etc." Students give their opinions.

3. Give each student a piece of candy and let him eat it.

4. Question: How did you feel when you found out you were going to get a piece of candy? How do you feel now?

5. Question: How do you feel when someone does something nice for you? (Students give their opinions.)
   Question: How do you feel when someone is mean acting to you? (Students give their opinions.)

6. Question: How do you think others feel toward you when you are nice? When you are mean?

7. Question: If you like people to be nice to you, how should you act toward them?

8. Do you care if parents, teachers, friends are nice to you? If yes, how can you be nice to parents, teachers, and friends so they will be nice to you?

   EXAMPLE: The students were discussing ways they could be nicer to their parents. One boy strongly said that he didn't want to be nice to his father because he was not ever home. Teacher asked why he was not home. The student said his father drove a truck Monday through Friday.

   T: Have you ever taken a trip?
   S: Yes.
   T: How did you feel at the end of a day?
   S: Very tired.
   T: How do you think your father feels at the end of a day? day?
   S: Tired.
   T: Why do you think he drives a truck all week if he gets tired every day?
   S: For money.
   T: What does he do with money?
   S: He supports us.
   T: Why does he support you?
   S: Because he cares about us.
   T: Then shouldn't you be glad that you have a father who cares about you and is willing to work hard even if he is tired so he can support you?
   S: Yes.
   T: It seems to me that you should try even harder to be extra nice to your father when he is home on the weekends because of what all he does for you.

10. What is the nicest thing you can remember doing for somebody? How did you feel?

11. How can we change our feelings about someone we do not like? (Get to know them better.)

ROLE OF LAW IN SOCIETY

PURPOSE:

To provide an experience through which the student comes to an understanding and acceptance of the proper role of law in society.

ACTIVITY:

To assist students in clarifying their present attitude toward laws and law enforcement, distribute the activity sheet "Are You the Kind of Person Who. . .?"

Following the completion of the assignment, suggest that students form in groups of three or four to discuss their responses to the activity.

To assist students in gaining an awareness that law is a daily, living thing, it may be possible to arrange for visits by small groups from the class to a meeting of the city council or commission, a session of police or juvenile court, or some other governmental meeting. If this is not convenient, you may wish to invite a judge or local official to speak to your class concerning law and the community from his vantage point. In either case, the experience should be followed by class discussion pointing out the apparent strengths and weaknesses of law and law enforcement in the local community.

As a culmination of the lesson, ask each student to compose a "Letter to the Editor," which may actually be sent to a local newspaper if the student so chooses. In the letter the student should make and support his own recommendations for the passage or repeal of a particular law, improved citizens' attitudes toward laws, or better law enforcement.

Source: Dimensions of Personality
Search for Meaning
Pflamm/Standard
Dayton, Ohio

ARE YOU THE KIND OF PERSON WHO. . .?

	Yes	No	Maybe
Crosses the street on a red light?	______	______	______
Rides his/her bike on the sidewalk?	______	______	______
Would allow his pet to roam the neighborhood?	______	______	______
Would pretend he is older in order to be admitted to a particular movie?	______	______	______
Would pay no attention to a night curfew if he thought he could get away with it?	______	______	______
Would ride in a car with an unlicensed driver?	______	______	______
Would pretend he is younger if he could get in a movie at a reduced rate?	______	______	______
Would join a group of persons who were making fun of a policeman?	______	______	______
Would report a false fire alarm?	______	______	______
Would buy cigarettes from a machine, especially if no one was watching?	______	______	______
Would not report a violation of the law even though he may be a witness?	______	______	______

Based on all above responses, how would you describe your own attitude toward the laws of your community?

Select any three of the above situations which would be most likely to concern you. For each one, write what you believe is the principal reason why the law exists in that case.

1. ____

2. ____

3. ____

RATING MYSELF

Below you will see a double list of sentences that could be used to describe you or someone you know. Between each pair of sentences there are five blank spaces. You are to mark one of these spaces to show where you think a description of you would fall. Look at this example:

I am kind ____ : X : ____ : ____ : ____ I am cruel.

You are to decide if you think you are **kind** or **cruel**. If you think you are **very** kind you place an X in the space closest to **kind**. If you think, on the other hand, that you are **very** cruel you would place the X in the space closest to **cruel**. If you think that you are kind, but not extremely so, you would place an X in the second space. In the example above, the X was placed in this second space, because the person filling it out thinks that he is kind, but not extremely kind. If you think that you are neither kind nor cruel, then you would place the X in the middle.

I take my work seriously ____ : ____ : ____ : ____ : ____ I am happy-go-lucky

I study hard ____ : ____ : ____ : ____ : ____ I don't study hard

I get good grades at school ____ : ____ : ____ : ____ : ____ I get poor grades

I read a lot ____ : ____ : ____ : ____ : ____ I don't read very much

I'm good at sports ____ : ____ : ____ : ____ : ____ I'm poor at sports

I like to lead others ____ : ____ : ____ : ____ : ____ I prefer to follow others

I can take orders ____ : ____ : ____ : ____ : ____ I don't like being told what to do

I am reliable ____ : ____ : ____ : ____ : ____ I don't mind breaking promises

I am generous ____ : ____ : ____ : ____ : ____ I think mostly about what I want

I like adventure ____ : ____ : ____ : ____ : ____ I hate to try new things

I do things quickly ____ : ____ : ____ : ____ : ____ I am slow and painstaking

I get angry easily ____ : ____ : ____ : ____ : ____ I rarely lose my temper

I stay home most of the time ____ : ____ : ____ : ____ : ____ I go out most of the time

I am considerate of others ______:______:______:______:______ I think mostly of myself

I like to be around people ______:______:______:______:______ I am the "lone wolf" type

I like to talk ______:______:______:______:______ I prefer to listen to others

I make friends easily ______:______:______:______:______ I am shy with strangers

I have many friends ______:______:______:______:______ I haven't any friends

I am satisfied with my appearance ______:______:______:______:______ I don't like the way I look

ORGANIZING SMALL GROUPS

A. Choose several topics to present to a class. Listed below are suggested topics for group guidance:

1. Feelings
2. Self-concept and personality
3. Hygiene and appearance
4. Manners and behavior
5. Rules and responsibilities
6. Job opportunities
7. Attitudes and values
8. Hobbies and travel
9. Communication skills
10. Drugs, smoking, and alcohol
11. Boy/girl relationships
12. Personalities
13. Etiquette
14. Careers
15. How to study
16. Getting along with others
17. Community resources
18. Making friends

B. Have students choose topics they would like to discuss.

C. Form groups of students who choose similar topics.

D. Meet with group one hour per week for six weeks to discuss chosen topics.

E. Size of group is dependent upon space available (approximately six to ten).

SELF-PICTURE CHECK LIST

Look at the words in this list. Consider each word and how often it describes you as you are. Check the appropriate column.

	ALWAYS	USUALLY	SOMETIMES	NEVER
Honest				
Happy				
Friendly				
Sad				
Sensitive				
Jealous, Envious				
Popular				
Energetic, Active				
Shy				
Clumsy				
Show-off				
Afraid				
Mature				
Lazy				
Proud				
Modest				
Helpful				
Studious				
Thrifty				
Even-tempered				
Angry				
Moody				
Open-minded, Tolerant				
Upright				
Unreasonable				
Demanding				
Aggressive				
Determined				
Cooperative				
Intelligent				
Ambitious				
Dependable				

In the list above, circle the three words which you think most accurately describe you.

EGG CARTON FANTASY

OBJECTIVES:

To foster creativity.
To implement self-awareness.
To identify with something and become that something.
To develop a trust of others and to become aware of similarities and differences of others, in order that the group can become a single working unit.

MATERIALS:

An empty egg carton, egg-shaped name tags, twelve chairs (two rows of six facing each other)

PROCEDURE:

Introduce the empty egg carton to the group and ask them to imagine themselves an egg inside of the carton. . .in the refrigerator. Ask one or two leading questions about being this egg (i.e., How do you feel? What are your characteristics? What are you doing?). This is a warming up time to make the members of the group feel at ease and to get them involved in the exercise. Now, ask several more questions and ask them to discuss these with the eggs nearest to them. Continue asking more individual questions which will be followed by the synthesis questions.

POSSIBLE QUESTIONS:

You are an egg. . .in this carton. . .in the refrigerator. What is your first thought as you look around you?
If somebody opened the refrigerator and took you out of the carton, how would you like to be used?
Would you like to be used alone or with another egg? Which egg would you choose? If you were to be used as a decorative egg, what would you look like? How would you feel?
If I were going to make a very special cake that called for two eggs, why should I choose you? Who would you like to bring with you and why?
Would you like to be the first egg used in the carton? Why or why not?
If a scientist were looking for a special type of egg for an experiment, why should he pick you and what would the experiment be?
As you look around the refrigerator, what kinds of things do you see, smell and hear? What bothers you the most? What sensation is most pleasant?
What are your thoughts and feelings as the other eggs talk about their thoughts and feelings? Do you like being an egg?

EVALUATION:

To what extent did you become involved in this exercise?
Did you become aware of any strong physical feelings?
Did you feel untouched or remote from this experience?
What kind of barriers did you feel?

HELPFUL HINTS:

This exercise should be led by a person outside of the group of twelve.
The participants will get the feel of the egg carton if the chairs are arranged as such. . .two rows of six facing each other.
Allow for short discussions during the questioning session. . .much can be learned from others' comments.
See what the reaction is the next day by bringing a hard boiled egg to class and setting it in a conspicuous place.

UNFINISHED STORIES

NOTE: These stories are merely suggested to start your own wheels turning. You will be able to think of starters more appropriate and relevant for your group of pupils.

Stories should be short and evocative of distinct and strong feelings; as pupils become more adept at identifying causes of feelings, you might want to make stories which very likely would evoke different feelings in different people.

1. It is very late at night and you are walking home by yourself. You have to walk past a dark alley. As you do. . .
2. You have been waiting all month for it to be your turn to be leader. The teacher says, "Trent, it's your turn." Phillip says, "He had a turn already." You. . .
3. You and your good friend are engrossed in a serious conversation during math (you have finished your assignment). Your teacher comes over and says, "You look like you want to continue your conversation, but you're disturbing the others. Why don't you go talk in the hall?" You. . .
4. You are playing with a kick ball on the playground. All of a sudden the fourth graders are on the playground, too. A giant-sized fourth grade boy comes over and grabs the ball. . .
5. Your mom is at the store. It's raining and you can't go outside. You and your older sister start tossing a little pillow back and fourth—harder and harder. Suddenly your family's best lamp is on the floor—smashed. You. . .
6. You have begged and begged for a 10-speed bike. Your dad and mom say you have to wait. Then it's your birthday and. . .
7. It is Valentine's Day and you do not get a Valentine from someone you like a lot. You. . .
8. Someone makes fun of you because you wear clothes that are a little big on you. You. . .
9. Your brother breaks your brand new crayons. You. . .
10. You trip someone as they are walking down the aisle. They fall and chip their tooth. You. . .

DEAR ME LETTER

It is important for the student to be able to integrate and find meaning in his experiences. A "Dear Me" letter at the end of an exercise or a class can serve this purpose. It can also serve as an effective means of on-going evaluation for the teacher.

Ask each student to individually take time to integrate his experience by writing a letter to himself. You can suggest questions or statements to facilitate the writing, such as:

What was the high point of the session?
What was the low point?
I learned that I. . .
I felt. . .
I relearned. . .
What was unique about your response?
What was typical of your behavior?
How honest were you when you were sharing?
What about your behavior did you like the most?
What about your behavior did you like the least?
I need. . .
I am concerned about. . .
I wonder. . .
This class would have been better if only. . .
If only I. . .
I appreciated myself for. . .

These letters can be written in the journals, or they can be handed in to the teacher. To do both, have the students use a piece of carbon paper. The original stays in the journal; the carbon is handed in to you. Students who wish to keep some of their responses private might remove the carbon paper while recording these responses.

Contributed by Joel Goodman
University of Massachusetts

SELF-ESTEEM EXERCISE

The counselor asks the students to define a variety of traits they consider valuable in people. She emphasizes that all people do not have the same traits and that different traits are useful in different situations. Each student is then given a large sheet of newsprint paper and asked to put his name at the top and to list in large letters those traits that he considers to be his strengths as a person. Every student should put at least three items on his list. These sheets are then hung up around the room, and the students are asked to add strengths to other students' lists. Each student should add at least one item to each of the other students' lists. Then, students may form into pairs or groups to discuss their feelings about what was written on their sheet. Some questions that might be raised are: "Were the comments you received consistent, or did people differ in what they saw as your strengths?" "How do you feel about the comments you received: do you agree or disagree with them; do you believe they are all accurate; can you accept them? Which do you have difficulty accepting? Are there any that you do not like? How can you take advantage of your strengths?"

LIST OF STRENGTHS

(to be used only as suggestions)

	Often or Good	Always or Excellent
Hard-working		
Sincere		
Cheerful		
Poised		
Patient		
Loyal		
Dependable		
Humorous		
Friendly		
Sportsmanlike		
Self-reliant		
Creative		
Unselfish		

TRAVEL TO THE PAST

"Think about where you would go if you could go to any place and time in the past. When you have chosen a time and place, and when you are ready, let your mind move into that time and that place. Where are you? Take a look at all the details around you. The landscape—the buildings, if there are any—the people, if there are any. What are they wearing? What kind of weather is it? What time of day is it? What time of year is it? How can you tell? What details let you know? Look around you. Look and listen and smell and feel. What sounds can you hear? What smells are there? What is happening? Hold this time and place in your mind. Look at every tiny detail of it, and when you are ready, open your eyes and write half a page describing what you saw and heard and felt."

LET'S IMAGINE

"You are a fly up in the corner near the ceiling of one room in your house. Which room is it? What color are the walls? What kind of floor? Where are the windows from where you are watching? Where are the doors? What time of day is it, and how can you tell? How would you describe the way the furniture feels to the touch? Look around the room. What lets you know what kind of people use it? What details reveal their personality? What sounds do you hear? What time of year is it? How can you tell? (And so on. When the room is well in mind, have them bring one person into the room.)

"Watch the person walk across the room and sit in a chair. Is that the place where that person would probably sit? What can you tell about how the person feels by the way he/she walked or is sitting? What is the person wearing and can you tell what time of year it is from what the person is wearing? What has this person just been doing? What kind of a mood is the person in? How can you tell? Look at the person's feet. What is on the feet? What does that tell you about this person? Look at the hands. What are the hands doing? Are they young hands, or old hands? Why? How would you describe those hands? (When the person is well in mind, give them the task of writing a half-page character sketch, when they are ready to open their eyes.)

SELF-IMAGE COLLAGE

Step 1: Making the collage

Using a large piece of heavy paper or cardboard, a stack of old magazines, crayons, marking pencil and scissors and paints, build a collage of colors, pictures, words and objects that symbolize YOU. Try to express yourself, your values, your needs, ambitions, fears, relationships, interests, hobbies, feelings, etc.

DO NOT SHOW YOUR COLLAGE TO ANYONE. AS SOON AS YOU HAVE FINISHED IT, GIVE IT TO YOUR COUNSELOR.

Step 2: Guessing which collage belongs to which person

It is absolutely important that no one knows who made which.

The collages are passed around, or posted on the wall, and studied by the group one at a time. As each collage is held up, members try to guess who they think the collage belongs to, and why they think so.

THE MORE DISCUSSION OF EACH COLLAGE THAT OCCURS, THE MORE EACH GROUP MEMBER IS LEARNING ABOUT HOW OTHERS SEE HIM.

Step 3: Self-disclosure

After all of the collages have been discussed in detail by the group, the persons who made the collages tell the group which one they did and what meaning it has for them.

Step 4: Summarizing

Ask yourself what you have learned about others and what you have learned about yourself. You may want to ask questions about some of the things that have been said—about you, or about others. Go ahead and ask all your questions.

WHO'S WHO

Appoint several students to compile a Who's Who in the Class. Data can be gathered such as achievements, hobbies, pets, future aspirations, home addresses, family members, and "favorites," such as favorite TV program, favorite food, etc. When the data is collected and written up, see if you can have it duplicated and distributed to all the students.

If facilities are available, pictures can also be used. In addition to publishing a Who's Who, you could also have the data posted on a corridor bulletin board to share the information with the rest of the school.

GRAFFITI

As a one time activity, divide the class into about eight small groups, being careful that the children who can express themselves in writing are distributed throughout the groups. On the top of each piece of paper would be one unfinished sentence. Place the papers around the room and have each group begin at one certain sheet. Students are to complete the sentence. After a few minutes the groups rotate to another sheet. This is great for constructive group work because they know there is no "evaluation" involved. A variation would be to use a bulletin board covered with butcher paper. Each week or two put up a new incomplete sentence. Encourage the children to contribute to each board. Go over the ideas before taking the board down.

Here are some starters:

> The thing I like people to admire me for is. . .I'd like my friends to. . .I am cool when I. . .I am happiest when I. . .I love to. . .I like myself because. . .Something I'm really good at is. . .I'd like my parents to. . .I am. . .I want to be. . .I used to. . .I don't like to. . .

ON MY MIND

Ask the students to pair up and draw a large profile or silhouette of one another's heads. Then they are to cut out words, pictures, etc., that represent their personal thoughts, thus making a collage of their current concerns. Later these pictures can be shared with the class.

This activity legitimizes the private thoughts of each student as proper subject matter and as reasonable data to share, as well as allowing the teacher to see what are the primary concerns of his or her students. Another outcome is that students usually begin to realize that they are not alone in many of their concerns. The realization that others share their concerns and feelings often helps students feel "less weird," "less strange," and more "normal," thus enlarging their self-concepts.

THE GOALPOST

Decorate the bulletin board in the form of a football goalpost. Each day allow time for the students who would like to set a goal to record them on 3 x 5 index cards and post them on the bulletin board below the crossbar of the goalpost. If time permits, you may wish to have the class cut the index cards into the shape of footballs.

On the following day, ask all those who completed their goals to move their index card above the crossbar and to share their goal and how they completed it with the class. This provides the goal-achievers with the attention of their peer group as a reinforcement to their action.

Those who did not complete their goals are not allowed to share with the class their goals and the reasons for not accomplishing them. If they did this, they would be receiving the same reinforcement of peer attention as those who had completed theirs. The class would also be reinforcing their behavior of rationalizing away their failure to take responsibility for achieving goals.

RULES THAT MAKE A HOUSE A HOME

PURPOSE:

To provide an experience through which the student recognizes and evaluates the rules that make a house a home.

ACTIVITY:

Ask your students to imagine themselves in the following situation:

> An exchange student from the country of your choice has been selected to live with your family for the next school year. Because the student will spend much time with your family in your home, you want to help to make that stay as pleasant and painless as possible. In your first letter to your prospective guest, you describe the rules of the household, particularly as they affect a teenager. To prepare for the letter, think through and list the **do's** and **don'ts** as directed on a sheet entitled, "My Family's Do's and Don'ts."

When the student has completed the list, instruct him to write the letter to the exchange student. An interesting follow-up would be for the student to research something of home life in that country and to answer his own letter, noting similarities and differences in home life.

Then ask him to refer to his list of do's and don'ts, starring those which he identifies as reasonable and worthwhile. If any rules seem unreasonable, ask him to mark the most unreasonable with an X and to be prepared to explain that selection. Perhaps these selections could be recorded on the chalkboard so that the class might have an opportunity to discuss the pros and cons of the "most unreasonable rule" label which each of these selections has received.

SCHOOL AND COMMUNITY ORGANIZATIONS

PURPOSE:

To provide the opportunity for students to consider the aims and practices of existing organizations for the purpose of evaluating their effectiveness in developing and shaping patterns of behavior.

ACTIVITY:

Begin this lesson by asking your students to compile a list of all the organizations their age group has access to within your local community. Choose a recorder whose task it will be to list each response on the chalkboard. (Responses should include school groups such as the Drama Club, Debate Team, etc.; neighborhood and community organizations such as Boy and/or Girl Scout Troops, 4-H Clubs, Junior Achievement, etc.; and church or synagogue affiliations such as Teen Clubs, Choir, Youth for Christ groups.)

Each student should then select five organizations from among those listed, and compile information about the purposes of each. Wherever possible, he should attempt to interview an officer or member of the organization so that he might learn first-hand the purpose of the group.

A worthwhile activity would be to invite representatives of organizations in your area to explain their purpose and activities to the group, allowing the group to direct questions to them. An enjoyable alternative approach would be to allow students themselves to conduct a series of interviews of the club representatives, perhaps in the form of a TV show.

As a culmination to the lesson, suggest that pupils send themselves an "I Urge. . ." telegram in which they make recommendations to themselves about future participation or lack of participation in organized activity based on the insights they have gained.

I URGE TELEGRAM

PURPOSE:

Self-awareness. To increase the students' self-awareness so that they have a positive acceptance of their unique, infinite value.

This strategy provides a simple means by which students can clearly state something that is important to them. Often, the expression of urgency in the classroom encourages the students to then take some action in their own lives.

The teacher gives each student a 4" x 6" card or a blank Western Union telegram form. He asks the students to choose a real person and write a telegram to that person beginning with these words: "I urge you to. . . . ." The message is to consist of fifteen words or less (or fifty words for a night letter). The student is to sign his name to the telegram.

I Urge Telegrams can be sent to nationally known politicians in Washington, to local officials, to people in the entertainment or the sports world, or even to relatives or friends. In each case, the telegram should reflect something the sender feels is important, something he values.

Students can be called upon to read their telegrams to the class. Sometimes a discussion will break out over some of the telegrams.

Or the telegrams may be taped to the walls and students may go on a gallery walk to see what others have written.

MATERIALS NEEDED:

Telegram forms

RESOURCES:

Simon, Sidney, Leland W. Howe, and Howard Kirshenbaum, ***Values Clarification: A Handbook of Practical Strategies for Teachers and Students***. Strategy Number 44.

WHO AM I?

Each student will be able to define inherited traits and learned traits, and to categorize some traits as either inherited or learned.

ACTIVITY:

Each student will list as many inherited traits and learned traits as he can that are important in his self-scheme.

MATERIALS:

Filmstrip titled "Who Am I?" produced by Eye Gate, Jamaica, NY 11435
Filmstrip number 202A from the set *ME, MYSELF, and I*
Filmstrip projector and cassette tape player

PROCEDURE:

1. Put the words "trait," "inherited traits," and "learned traits" on the chalkboard and discuss their meanings.
2. View the filmstrip, "Who Am I?"
3. Have the students make a list of traits that they inherited and traits that they learned.

FOLLOW-UP:

Use the student lists for the second session this week.

AN ADVERTISEMENT FOR ME

ACTIVITY:

Each student will prepare a pamphlet that lists only good things about himself.

MATERIALS:

Pieces of construction paper, pieces of white, lineless paper, scissors, and rulers.

PROCEDURE:

1. Have each student turn the white paper lengthwise and fold it as if he were folding a letter.
2. On the inside pages of the pamphlet, guide the students in deciding the kinds of things they should write down that would make good advertisements for them, such as things they do well, things they like, ambitions they have, good points of their appearance, etc.
3. The students will then use the construction paper and scissors to decorate the outside cover of their pamphlet as they wish.

FOLLOW-UP:

The pamphlets will be collected for use at the next session in the game, "To Tell the Truth."

TO TELL THE TRUTH

ACTIVITY:

The format of the TV game "To Tell the Truth" will be used and the pamphlets will be read out loud.

MATERIALS:

Booklets made at the first session, three chairs, signs for persons 1, 2, and 3 attached to the chairs with tape.

PROCEDURE:

1. Obtain student volunteers to fill chairs 1, 2, and 3.
2. Read one of the pamphlets that belongs to one of the three contestants.
3. Allow the group to ask three questions of each contestant.
4. Take a vote to determine how many of the class will vote for number 1, number 2, or number 3.
5. Have the real Mr. or Miss "X" stand up.
6. Invite a new contestant to take his place.

FOLLOW-UP:

Have one student keep a record of how many correct votes were cast versus how many incorrect. Discuss these results after everyone has participated in the game.

THE AMNESIA GAME

Each student will identify the groups he belongs to, one service that each group offers him, and one responsibility that he now has in each group.

ACTIVITY:

Each student will draw a set of concentric circles that represent the groups he belongs to and use his pattern in recording one service and one responsibility that he identifies at each group level.

MATERIALS:

Student supplied paper and pencil

PROCEDURE:

1. Instruct the student to draw one circle and identify this as his family circle. Have him write in the circle one service and one responsibility appropriate to that level.
2. Draw concentric circles and repeat the exercise for friends and community.
3. Now let the students group themselves into groups of four to five students.
4. Each student in turn will become the "Amnesia Victim" in his group and the group will try to identify which set of circles belongs to him.

FOLLOW-UP:

Have each group report the results of their games and present the difficulties they found in fitting the victim to his set of groups.

CAREER AWARENESS
STUDENTS VISIT JOB SETTINGS

OBJECTIVE:

Students will demonstrate increased career awareness.

One day during Career Week is set aside for students to visit in various job settings. (Suggested level: eighth grade)

1. Businesses are contacted and commitments obtained to have a student visit in the job setting.

2. The students are given lists of job settings available. They are told that if they are interested in visiting "on the job," they may fill out an application for the job. (A form is used for this purpose.) The students are also told what the criteria for judging applications will be.

3. A panel of faculty members (it is also nice to involve community members) judges the applications and chooses the students who have the best applications. Some criteria for judging may include:

   a. how well directions are followed
   b. reasons given for wanting to visit
   c. neatness, etc.

4. The parents of the students provide transportation for the day. Students do not have to return to school.

5. Students give reports to their fellow classmates on the day following their visits.

(This activity may be found in the *Bread and Butterflies* ITV Curriculum Guide.)

GUIDANCE LESSON PLAN

ead "The Story of X" and give students the opportunity to answer e questions.

Purpose:

a. To give students the opportunity to make decisions and solve problems.
b. To allow students to be creative and express themselves.

THE STORY OF X

Once upon a time a baby named X was born. The baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but this was all a part of a secret scientific investigation known as Project Baby X. The experiment cost Xactly 25 billion dollars and 72 cents since this was an important Xperimental baby.

Since this was a special baby, it needed special parents, and thousands of volunteers were screened. Almost all failed since everybody wanted a boy or a girl and not an X. Families wanted to name the baby Milton or Agatha instead of X. In addition, some wanted to knit sweaters or dresses and others wanted to buy baseball mitts. The Joneses were selected, but they had to promise not to tell what the baby was.

When the Joneses brought the baby back home, friends came to visit. They asked what the baby was and Mr. and Mrs. Jones said, "It's an X." Nobody knew what to say. They couldn't say, "Look at those cute dimples." Nor could they say, "Look at those big muscles."

ome Problems

. What kind of presents would you buy for baby X? Football helmet? Pink flowered romper?

. Would you bounce baby X in the air and say, "Look how strong you are?"

. What kinds of clothes would you buy at the store? If the clerk said boy or girl and you said X, what would he do?

. What would you say to strangers who asked if it is a boy or girl?

5. What would you do when X starts school? There are separate rules for boys and girls. There are boys' games and girls' games. What would you have X do if you were teacher?

6. Suppose the kids asked tricky questions to find out who X was—like "Who's your favorite sports star?" "What's your favorite TV show?"

7. Would you want an X for a friend? Why or why not?

8. Suppose the other children acted like X? What would you do?

Allow students to play guidance suggested games.

1. **TV Commercials:** Two persons to each team. Have about five minutes to go off and either make up or imitate a commercial.

2. **Mirror Game:** Two people—one is the action and the other is his/her reflection. The reflection must imitate the action. As a mirror, reflect the person's image exactly.

3. **Who Started the Motion:** The group is seated in a circle. One member of the group is selected to be "it." He leaves the room and another member is selected to begin a motion (clapping hands, shaking head or snapping fingers). When the motion has begun, the person is recalled to the group and stands in the middle of the circle and has three chances to guess who is beginning and changing the motion. (The motion is changed at the changer's leisure.)

Purpose:

a. To allow students to be creative and express themselves.
b. To help students to better learn to cooperate with each other.
c. To allow students the opportunity to perform in front of their peer group.

GUIDANCE CLASS UNIT (RULES & RESPONSIBILITIES)

Teacher: Do you think you can have 600 people together in one building everyday and not have any rules?
Students: No.
Teacher: I agree.

I want you to pretend that you are the principal of a school, and I want you to make a list of the rules you would have in your school. You can change the rules we have, eliminate rules or add new ones. You decide what rules you think are best for the school.

Students are divided up into smaller groups to make their lists. After ten to fifteen minutes, they meet back together and the teacher reads out the rules on each list. The teacher then asks for any comments on any of the rules. Basically, the students suggest very good rules for the school.

Examples:

One suggestion was they be allowed to play tackle football. We discussed football players (O. J. Simpson, Gayle Sayers, etc.) and the different pieces of football equipment that they wear. We discussed the purposes of taping ankles, face guards, shoulder pads, helmets, etc. We discussed if pro players would play without any equipment to wear. They finally decided there is not anything wrong with playing tackle football but you need the right equipment which they do not have at a school. They finally saw there was a REASON for the "no tackle football" rule.

One suggestion was to have a variety of food in the cafeteria to choose from. I agreed that it would be nice, and I would like that, also. I asked how many of their mothers fixed two or three meats and vegetables and desserts for each meal. Most said theirs did not and a few said theirs did for company on a special holiday. I asked why, since we all would like a choice of food. They readily agreed that food costs too much now. We also concluded it takes much longer to fix different meals. They understood the reality of food choices better.

OVERCOMING OBSTACLES

OBJECTIVE:

Students will develop skills in decision making and values clarification.

1. Students write at the top of a paper some action they would like to take or some decision they would like to make, but are having difficulty with.
2. On one side of the paper, the students will list all perceived or real obstacles, both within and without themselves, which prevents them from acting.
3. On one side of the paper, they list things they could do that might remove the obstacles or reduce them.
4. Have the students develop plans of action for actually removing the obstacles.
5. Each group member has a chance to be the focus of the group and to receive the group's help. The group helps in listing obstacles to action, devising steps to overcome or reduce obstacles, and in making a plan of action.

ROLE PLAY

Role play different situations so the students can see how it feels to be in the other person's place.

EXAMPLE 1:

A student is made principal and the teacher plays the role of a student. The situation is explained. The student really is the principal and is responsible for the entire school. His job is to see that everyone behaves and the school runs smoothly. The teacher, role playing the student, was picking on ________ in the room, and Mrs. ________ had to call her down. In the halls, she was picking on ________ and ________ , and they started squealing and Mrs. ________ had to come quiet them down. In the cafeteria, she did the same thing. Finally after three days, Mrs. ________ sent her to the office—the teacher was tired of her disturbing the class and having to stop and correct her. Here is her note. She looks at the floor or at the ceiling, but not at the principal. When he asks her what happened or why she was misbehaving, she only moves her shoulders—she does not give a verbal answer. Finally, she blames it on the teacher not liking her; or says the teacher is prejudiced against her; or that she does not like this school, anyway—she does not like the teachers, students, bus driver, etc.; or she says she was not the only one picking, everyone else was, too, so why did the teacher just send her to the office; she says she does not know her phone number so the principal cannot reach her parents; and she tells him he better not touch her—he is not her parent.

When the role playing is finished, the teacher asks how the student felt as principal and was it as easy as he thought it would be, and how was it different than what he thought it was going to be.

EXAMPLE 2:

A student is made the mother, another student, the father, and I (the teacher) am the child. I am supposed to hang up my clothes, but I have been dropping them on the floor, and if my parents come in, I kick them under the bed so they cannot see them. I am supposed to make up my bed in the morning, but I have been saying I will do it in the afternoon after school. But after school, I say there is no use making it up because I am just going to mess it up again to go to sleep tonight. I am supposed to wash dishes after supper, but Mother has to call and call me, and finally asks Daddy to get after me and then I help with the dishes. On Saturday, I come running in wanting money for the movie and asking one of them to drop off me and my friends. Everytime they ask me about cleaning up first, I say, "There isn't time, but I promise, promise cross my heart I will after the movie." I say, "My friends do not have to clean up, their mothers do the cleaning; so why should I have to?" I say, "If you really loved me you would give me the money and take me." I say, "It's not my house, its your house; so why should I have to clean up." I say, "I am too young; when I get to be an adult I will clean up." I throw a temper tantrum and cry. When the role playing is finished, the teacher asks the students how they felt at different times, and asks the class if they think the students, as parents, were mean and unfair. Discuss the differences among strict and fair and just mean.

IDEAS FOR CLASSROOM CAREER ED

Begin an "occupational tree" (or job tree) by studying different worker areas (i.e., health workers, food workers, workers in transportation, protectors, city workers, etc.). Make a tree of construction paper (may be class project) and put on bulletin board. Each week study, discuss, and add branches to the tree on a new area. This might be done by listing on the board as many occupations in an area as possible (e.g., health). Break the class into groups and have each group compose a short paragraph telling about the job. Read each aloud in class and discuss. Attach paragraphs, or draw pictures to attach to "Occupation Tree." The tree grows as the children are exposed to new areas of work.

TIME FOR ACTION

PURPOSE:

To provide an experience through which the student is able to consider and evaluate the effectiveness of organizations in achieving desirable goals.

ACTIVITY:

Distribute the activity sheet, "Time for Action." Suggest that students meet in small groups and, through discussion, decide the most effective way of achieving stated goal. If a suggestion involves any particular group, committee, or other form of organization, it is to be identified.

For the "Proof of the Pudding," each group should agree on one specific, realistic goal, which may be chosen from the list or may be an entirely new goal which all see as desirable. Working as a committee, they should then determine a specific plan of action to achieve assistance of other members of the class. If circumstances permit, the plan should be carried through to execution. Its success may be then evaluated by the class as a whole in open discussion.

As a summary activity, distribute the activity sheet, "Followers and Leaders." The preceding activity will have developed leaders and followers within the small groups. Based on this experience, as well as any outside participation in organizations, students are to respond to the questions in writing. Their answers will serve as the basis for a concluding class discussion of the advantages and disadvantages of organizations to the individual.

Source: Dimensions of Personality
Search for Meaning
Pflamm/Standard
Dayton, Ohio

TIME FOR ACTION

DESIRED GOAL	ACTION PLANNING FOR ACHIEVING THE GOAL
A float in a community parade	
A money contribution for UNICEF at Halloween	
A change in a school rule	
The chance to play a musical wind instrument	
An overnight hike	
A Thanksgiving basket for a needy family	
Support for the school team in the district tournament	
A field trip	
A Christmas party	
The chance to be in a play	
A week at camp	

FOLLOWERS AND LEADERS

1. How should leaders of organizations be chosen?
2. Is it a good idea to change leaders frequently? Why or why not?
3. Since most members of a group must necessarily be followers, how would you describe a good follower?
4. Does a group always choose the best plan of action? Why or why not?
5. Might a member have a good idea and yet not present it to the group? If yes, explain how this might occur.
6. Are the same people often the leaders of more than one group? How do you feel about this?
7. How can membership in an organization help an individual?
8. Can you think of any ways in which membership in an organization might be harmful to an individual? If so, explain.

IDEAS FOR CLASSROOM CAREER ED

Integrate into social studies the differences in people, their way of life, and their work. The focus upon other workers while learning about themselves will help most students see the relationship of interests and abilities to career choice (job opportunities, geographical locations). Show how climate, terrain, and natural resources influence their way of life. Stress workers, not just products.

GAME: Divide class into teams. Similar to quiz show. Students are given a card with a "condition" or interest on it, then a choice of jobs—one which is an appropriate job or fits card description. Right answer wins point for the team.

You are not strong, but
you love the outdoors.

EXAMPLE:

Which would you be?
- a) garbage man
- b) doctor
- c) forest ranger
- d) construction worker

You live in Florida,
but like being cool.

Which would you be?
- a) farmer
- b) lifeguard
- c) butcher
- c) telephone man

You are a commercial
fisherman.

Where might you live?
- a) Kansas
- b) Maine
- c) Arizona
- d) Wisconsin

MY PRESENT LIFE OR UNDERSTANDING MYSELF BETTER

I. CONCEPT

Decisions I make today are significant.

II. BEHAVIORAL OBJECTIVE

The student will be able to understand that personal decisions made today may have future consequences.

III. CONTENT

What are the criteria used in making decisions? What are my attitudes toward myself and others? How can the decisions that I make affect the way I feel about myself?

IV. LEARNING EXPERIENCES

A. Opening Statement

Call attention to previous assignment. Outline the activities for the class. Show enthusiasm.

B. Ideas for Classroom Activities

1. You might have each child to begin his very own poster, letting them know that they are going to be working on it from time to time until school is out. The title for the poster could be, "The Decisions That I Make." They could use magazines, colored pencils, cloth–you name it. Suggestions: using pictures, words, art, show what kind of decisions you make: (a) decisions that I make concerning what I wear, where I go, who my friends are, what I do, etc.; (b) decisions I make with my parents, about my parents, without my parents; (c) decisions about school, school work, friends, teachers, etc.

2. You may want to use the story, "When Rules Are Not Enough." The following questions may be helpful in getting the students to do some valuing. What do you think Suzanne would do? What are some rules that could help Suzanne decide? Mr. Smith says whoever left the skate board needs help. What does he mean? How important is a promise to a friend? Where can you find help in solving a problem too big for rules?

3. Coded message

C. Questions to be Raised

1. How did Suzanne feel?
2. How do decisions affect the way we feel?
3. When is the last time you felt uncomfortable?
4. When did you feel really great?
5. What kind of decisions have you had to make this week that are affecting you right now?
6. Have you made any decisions today that will affect you tomorrow? What are they?

MY PRESENT LIFE, OR UNDERSTANDING MYSELF BETTER

"WHEN RULES ARE NOT ENOUGH"

"Did you hear about Mrs. Howe?" Suzanne called as she ran into her home. "She tripped over a skate board and broke her leg. And we're going to have a substitute all the rest of the year." "How terrible!" Suzanne's mother answered. "How did it happen?"

"Some kid left the skate board in front of her door, and Mrs. Howe didn't see it in the dark. The principal is trying to find out who did it." "Whoever did it must feel pretty bad."

"Yes, and he'll feel worse. The principal is sure mad, because skate boards aren't supposed to be left where people can fall on them." Suzanne's mother nodded. "But are you sure a boy did it? Girls forget, too." "Well, I'd hate to be him—or whoever it is."

The next morning, Suzanne met her best friend, Ellen, at the corner. They tried to start at the same time so they could walk to school together. "Wonder who our teacher will be and what she'll be like," Suzanne said. "I don't know," Ellen answered. "Do you suppose she'll give us a lot of homework?" "I don't know," Ellen said again.

"Say, are you sick or something?" Suzanne stopped and stared at her friend. "Can't you say anything except 'I don't know'?" "I don't—" Ellen stopped, too. She looked at Suzanne. Suzanne was troubled. Something was wrong with Ellen.

"Suzanne," Ellen said slowly, "if I tell you something, will you promise not to tell a single person, cross your heart?" "It's a big secret?" Suzanne asked. Ellen nodded. "And I've got to tell someone. But you have to promise—no matter what happens, that you won't say a word about it." Suzanne crossed her heart. "I promise."

"I know who put the skate board in front of Mrs. Howe's door. And she did it on purpose!" Suzanne gasped, "You do?" Ellen nodded. "Norma did it. She wanted Mrs. Howe to trip over it, but she didn't want her to really hurt herself." "But why?" Suzanne asked.

"Mrs. Howe bawled her out over her spelling, and Norma was mad because she can't do spelling. Norma's scared. She told me about it before she did it. And she made me promise not to tell." "What are you going to do?" Suzanne asked. "What if the principal finds out we know?" "I'm scared, too," Ellen answered. "But remember, you promised not to tell. We've just got to keep it a secret." Suzanne nodded. "But I sure hope no one asks me if I know." "I hope no one asks me either," Ellen declared.

In the middle of the morning, Mr. Smith, the principal, came into the room while Ellen and Suzanne were busy with social studies. "Good morning," he said. "I'm here to ask you a very serious question. A neighbor of Mrs. Howe's says she saw a girl carrying a skate board stop in front of Mrs. Howe's door night before last. It was dark, and the neighbor didn't notice what the girl looked like, but she thinks she might be in the third or fourth grade. We want to find out who put the skate board there, because what happened hurt Mrs. Howe and our school and all of you." The children looked at one another. Everyone was very quiet. "Does anyone here know anything about this matter?" the principal asked.

It seemed to Suzanne that her heart was beating so loudly that Mr. Smith must surely hear it. She knew he must be looking right at her. But when she managed to look at him, he wasn't. He was staring out the window. Then he looked at the class.

"All right," he said. "I'll do what I did in the other room. I'm going around the class and ask each one of you if you know anything about that skate board. And I hope that you will tell the truth. You will feel better, and it will save us a lot of trouble. And remember, if the person who left the skate board did it on purpose, he or she needs help, too."

Suzanne glanced at Ellen. She was staring at her desk. Then Suzanne looked across the room at Norma. She was staring right at the principal. "How can she?" Suzanne wondered. Then a terrible thought came to her. "Could Ellen be the one who left the skate board? She wouldn't do it on purpose—but—"

Suzanne didn't know what to do. If she said "no" to the principal, she would be lying—and she didn't want to lie. If she said "yes" she'd get Ellen and Norma in trouble, and she'd break her promise.

Suzanne felt she couldn't stand it as Mr. Smith began to ask one person after another. Her turn was coming closer and closer. He would come to her before Ellen or Norma. "Well, Suzanne?" Mr. Smith was looking directly at her.

Suzanne tried to answer, but she couldn't speak. Suddenly she got up and ran from the room. A few minutes later, crying though she tried not to, she rushed into her home and flung herself on her bed. Suzanne's mother heard the door slam and hurried to her. "Suzanne!" she said anxiously. "Are you sick? Why are you home from school?"

"Because. . ." Suzanne found it hard to talk. "Because I know who left the skate board Mrs. Howe tripped on—or I think I do—and I promised not to tell. And the principal was going to make me." Suzanne's mother sat down on the bed and put her arms around her daughter. "That's bad, isn't it? You are sure you know?"

Suzanne started to say yes, then slowly shook her head. "No. I think I do, but I'm not sure. And that's worse than knowing." "Can you tell me a little about it—without any names? Maybe I can help." Suzanne told the story. She felt a little better. But just as she finished there was a knock on the door.

"I'll bet that's Mr. Smith," Suzanne wailed. "I can't see him!" She tried not to cry. "You wait here and let me talk with him." Her mother left the room.

A few minutes later she returned. "Suzanne, I told Mr. Smith what you told me, and he knows you're in a hard spot. But if someone tried to trip Mrs. Howe on purpose, it's even more important that he knows who the person is. That person needs help, or something like this could happen again." Suzanne shook her head. "I can't tell. I just can't. Will you tell that to Mr. Smith? Please?"

Suzanne walked slowly into the room where Mr. Smith was waiting. Mr. Smith smiled, but he looked unhappy, too. Suzanne knew that never in her life had she been so frightened or so miserable. And all because she had promised not to tell a secret she wished she had never heard. "I can't, Mr. Smith. I just can't!" she cried.

Mr. Smith nodded. "I won't make you break a promise," he said. "In fact, I like you for keeping it. But if we have a child in our school who puts skate boards where people will trip over them, I must find out who that child is. I hope you will change your mind and tell me."

CREATIVE CLASSROOM ACTIVITIES

FIRST CLASSROOM SESSION

Activity I: Self-Concept Validation

The students are divided into groups of four to six. Each student is asked to give his or her name and three positive adjectives or positive qualities that describe him or her as a person. Immediately after a student has given his or her three adjectives, the other members of the group individually give feedback in terms of which adjective they liked or responded to the most.

Rationale:

This activity is a good exercise to use to begin the five classroom sessions. It accentuates the positive, as do all of the activities, starts the sharing process, and involves everyone. It sets the tone for future activities. In any of the activities, a student can say "pass me" if he or she feels uncomfortable with that particular experience.

Activity II: Communication Components

The students are divided into groups of four to six and listen to a short "rap" on the differences between the private and the public self. Each group is asked to discuss the question, "Which qualities would a person need to have before you would let him or her know some of your inner feelings and thoughts?" After the individual groups have developed a list of qualities, a master list from all the groups is compiled on the chalkboard.

Rationale:

This activity emphasizes the importance of how one listens and responds to another person. One of the main concerns of teen-agers is their relationship with peers. Universal qualities such as understanding, acceptance, honesty, confidentiality, caring, sense of humor, and being a good listener show up consistently. This experience is designed to provide students with additional insights for improving interpersonal relationships.

Activity III: Can You Hear Me?

The students are divided into groups of four and handed a list of incomplete sentences. One of the students is asked to complete an incomplete sentence, and the other three group members are asked to respond to what they thought the student said. After this is completed, the next student in the group selects a sentence.

Rationale:

This activity helps students listen better and tune into each other's feelings. It gives them a specific behavior that communicates effectively that they are listening to the other students. Good listening tends to improve communication and good relationships among students.

SECOND CLASSROOM SESSION

Activity I: Water Fantasy

The students are divided into groups of four to six and asked the question, "If you were going to describe yourself as some form of water, what form of water would you be and where would you be located?" (The facilitators could provide examples such as a bubbling stream in the woods, mist on a leaf, or a swimming pool in a city park.) Each student is asked to share his or her fantasy with the members of the group and tell why he or she chose this fantasy. Immediately after a member of the group shares his or her fantasy, the other members give feedback, through a water fantasy, as to how they see that individual and why. They may agree with the individual's own fantasy or suggest a different water fantasy. The process is then repeated with a sound fantasy.

Rationale:

The main purpose of this activity is to provide the student with an opportunity for receiving feedback from other students—a big concern for most adolescents. The advantage of this activity is that it provides a degree of safety because students receive the feedback in a somewhat indirect manner. Later, when the groups have developed more trust, the communication may become more direct.

Activity II: How Do You See Me?

The students are divided into groups of four to six, and one of the students is asked to make a statement about himself or herself without indicating whether the statement is true or false (e.g., "I worry a lot about my looks." "I am a selfish person." "Money is not important to me."). Then the other members of the group individually respond as to whether they think the statement is true or false and why they feel that way. After each of the group members has reacted, the student simply thanks them and does not indicate whether the statement is true or false. The importance of not revealing whether the statement is true or false is emphasized to ensure the confidentiality of the student's statement. This confidentiality allows every student to make more meaningful statements. The process is repeated until each of the group members has made at least one statement about himself or herself and received feedback.

Rationale:

The rationale for this activity is similar to that of the water fantasy. The exercise provides the students with an opportunity to receive feedback from other students in an indirect way.

THIRD CLASSROOM SESSION

Activity: Personal Reflections

The teacher, a counselor, and two students form an inner circle while the rest of the class forms a larger circle around them. Each of the four members of the inner circle is asked (beginning with the counselor) to spend five minutes sharing more formative experiences in his or her life. The first three minutes of the sharing may be focused on either positive or negative experiences, but the last two minutes have to be focused on some experiences that have contributed to current positive qualities in the person. After the inner circle has spent twenty minutes with this experience, the class is divided into groups of four and each group is asked to perform the same activity.

Rationale:

This is another activity in which the students have an opportuntiy to become better acquainted with each other. The major focus for this experience, however, is sharing with the teacher. This exercise provides an opportunity for the teacher to share with the class in a more personal manner.

FOURTH CLASSROOM SESSION

Activity: "Brave New World"

The students are divided into groups of seven to nine and given a copy of the handout "Brave New World." (The "Brave New World" exercise is an activity in which students have to choose a committee of five from a total of eleven candidates who have written a 50-word statement outlining their beliefs on several controversial topics.) Each group of students is asked to come to a consensus as to which candidates they would select and then discuss what occurred during the selection process.

Rationale:

This exercise allows students to examine their own value systems and to determine how these values and biases affect the decisions that they make. It also helps the students learn to listen to each other and to realize the impact of group dynamics on decision making. This experience provides the type of group involvement that may lead to more personal sharing at a later time.

FIFTH CLASSROOM SESSION

Activity I: Relaxation and Memories

The students are given a series of relaxation exercises and then asked to recall some early childhood experiences, such as first pet, a happy holiday, a time when they really felt close to a person. After this series of relaxations and awareness experiences, each student is asked to draw a picture, using paper and crayons, that reflects the feelings that he or she was having during the experiences. The students are then asked to get into groups of four to six and share their pictures and experiences with the other members of the group.

Rationale:

These experiences are designed to provide, in a rather safe manner, the students with an opportunity to become aware of some of their feelings and learn one way in which to express these feelings. The activity also provides another vehicle for learning how to share feelings and emotions.

Activity II: Accentuate the Positive

The students are asked to select a partner with whom they feel comfortable. Each student is given a copy of "Accentuate the Positive" (the "Accentuate the Positive" form is a series of structured verbal experiences that requires the participants to communicate in a positive manner about themselves and their partners) and asked to follow the directions on the sheet.

Rationale:

Teen-agers have great difficulty expressing positive feelings about themselves. They find it much easier to focus on the negative, and yet they should focus on their positive qualities in order to develop a better self-concept. This exercise gives them a structured method for giving and receiving positive feedback.

VALUES AUCTION

Objective:

Students will develop skills in values clarification.

At the end of orientation, copies of the Values Auction are handed out. Students are given ten to fifteen minutes to read over and to decide how much they want to bid on each item. At the end of the period, the exercises are collected by the counselor. Another classroom visit is scheduled.

Next Visit:

The counselor conducts the auction until all items are auctioned off to the highest bidder.

The counselor asks:

Which of these items can really be bought and paid for with money?

How can we get the other items?

Why are some items sought after and other items are not wanted by others?

Is it OK to have different values from others?

When would it be not OK to have different values?

Would this game be more fun if you could have played it with a smaller group?

Would it be fun to play this game with your family?

Would you like to see how your mom or dad would bid?

Would you like to play this game with your Sunday school class, friends, or others?

VALUES AUCTION

$5,000	Amount I Budgeted	Highest Amount I Bid	Top Bid
1. A satisfying and fulfilling marriage			
2. Freedom to do what I want			
3. A chance to direct the future of a nation			
4. The love and admiration of friends			
5. Travel and tickets to any event as often as I want			
6. Complete self confidence with a positive outlook on life			
7. A happy family relationship			
8. Recognition as the most attractive person in the world			
9. A long life free of illness			
10. A complete library for my private use			
11. A satisfying religious faith			
12. A month's vacation with nothing to do but enjoy myself			
13. Lifetime financial security			
14 A lovely home in a beautiful place			
15. A world without prejudice			
16. A chance to eliminate sickness and poverty			
17. International fame and popularity			

$5,000	Amount I Budgeted	Highest Amount I Bid	Top Bid
18. An understanding of the meaning of life			
19. A world without lying, cheating, hurting			
20. Freedom within your work and school			
21. A really good relationship			
22. Success in my chosen job of the future or in school now			

VALUES AUCTION

For $1,000, I would like to have (or be)	Amount I Budgeted	Highest I Bid	Top Bid
1. Many good friends	______	______	______
2. All the money I want	______	______	______
3. Loving and understanding parents	______	______	______
4. Parents who let me do anything I want to do	______	______	______
5. The smartest person in the entire school	______	______	______
6. World famous when I grow up	______	______	______
7. Everybody to think I am the funniest person in the world	______	______	______
8. Always feeling happy and never sad or angry	______	______	______
9. Good health and physically strong	______	______	______

BEST COPY AVAILABLE

TOPIC: GIRL'S-EYE VIEW OF BOYS/BOY'S-EYE VIEW OF GIRLS

OBJECTIVE:

To foster healthy attitudes toward and realistic perceptions of opposite sex.

SUGGESTED ACTIVITY:

1. Ask the boys to make a list of the "gripes" they have against girls and the girls to make a list of the "gripes" they have against boys. Compare the lists or read them before the class. Discuss.
2. Have the boys make a list of the characteristics of an ideal girl and have the girls make a list of the characteristics of an ideal boy. Discuss the results. Bring into this discussion the fact that "ideals" do not exist and values change as people grow older.

These two activities may be presented on different days, or they may be presented using the girls' lists one day and the boys' list another.

LEARNING ACTIVITIES

Students in the middle school are confronted with the task of coping with a bully. A bully usually intimidates fellow students in order to "feel strong or important" at someone else's expense. Sometimes a bully uses physical abuse to get his way and sometimes a bully uses verbal abuse. He seems to want to be the top-dog in order to boss a few under-dogs in his class, who usually have a problem being assertive. The following activity is designed to help students think of some alternatives for dealing with a bully.

The teacher has the children role play the following situations which all focus on the problem of bullying.

a. The children had all made posters advertising their class play. They were going to vote on the best poster. The best poster would be placed in the school office, where many people would see it. Mary knew that her own poster was not as well done as some of the others, but she was determined that it would be chosen anyway. She told all the girls in the class that they had better vote for her poster or she would not invite them to her party.

b. Bobby had a new bike. It was his first ten-speed bike, and he had waited a long time for it. He rode over to his friend Tom's house to show him the bike and to invite him to go for a ride. Tom looked at the bike and said, "It's O.K., but it isn't nearly as expensive as mine." Tom grabbed the bike, and Bobby fell off.

c. Jerry had a candy bar in his lunch. Jack, who was much larger than Jerry, saw it and wanted it. He told Jerry to give it to him, but Jerry said no. Jack threatened, "You'd better give it to me or I pity you when you get out of school today."

After the students role play each situation, the following questions may be asked to the class as a whole.

1. How do you feel about the bully? Why? Does the bully have a problem?
2. Why do some people seem to enjoy behaving this way?
3. What can you do about people like this?
4. How do you think the under-dog feels when he or she is bullied?

In general, the class encourages the under-dogs to be more assertive. The bully and other class members are encouraged to understand that all behavior has some causes. Class members are encouraged to stand up for what they believe. (Does the class's silence encourage the "bully" to be more aggressive?)

Middle school students are concerned about what their peers "think about" as far as contemporary issues are concerned. It may be beneficial for students to help other students with mutual problems. After reading the "Dear Abby" column in the newspaper, the following learning activity came to mind:

Each student is to invent a fictitious name and describe in detail a personal problem or a problem that the student feels is shared by youth today. The problem is to be written to "Dear Abby." The teacher types all problems on a spirit master - leaving enough room for an answer for each problem. Each student receives a copy of all problems and attempts all problems. The teacher then leads a discussion indicating the various alternatives that the students ascertained.

The teacher then encourages the students to consider a methodology for solving problems:

1. Choose freely
2. Choose from various alternatives
3. Choose after reflection - consider the consequences
4. Prize and cherish the choice
5. Publicly affirm choice
6. Act on the choice
7. Repeat choice in one's life

The teacher can reselect a "Dear Abby" problem and apply the problem-solving process to the problem. The class members are then assigned to select a problem from the list and use the methodology for coping with the problem. When these problems are returned, the teacher will ask for volunteers who wish their selected problems discussed in class. Questions that might be asked to the class:

1. Do you like the idea of students solving their own problems?
2. Do you like the idea of a methodology for problem solving? Is it helpful to you? Would it help you under stress, when it is difficult to think?

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In this complex, ever-changing society, students are faced with many pressures: drugs, over-stimulation, grades, friends, wars, etc. Too often, students cope with these pressures by worrying. To worry about something is human, but to worry excessively is a waste of energy and does not help one solve problems. This activity is designed to help students to create new ways to deal with worrying.

The teacher thinks up a situation that will occur. For example, she might say, "Next Tuesday, we are going to the zoo." The teacher then assigns half of the class to be worriers and the other half to provide alternatives to worries, the "Doers."

The teacher explains that half of the class is to worry about why they might not get to go to the zoo. The other half of the class is to come back with things that the worriers could do to combat the worry. For example, a volunteer from the Worry Group says that the bus might have a flat tire, and therefore the students will not get to the zoo. The volunteer from the Anti-worry Group then would come back with something like, "Sooo, we'll get it fixed." Another student says that the bus driver could get the tires checked.

A volunteer might say, "I might get the measles." A student could come back with, "So, you just won't get to go—but there will be a next time."

Other class situations might be the following:

1. Next Tuesday, this math class will have the final exam, covering the entire semester's work.
2. Tomorrow, if it's a nice day, we can all go outside under the pine trees, to study.
3. Son, if your grades improve you can go to summer camp for two weeks.
4. Jane, you will have the lead female role in the class play.

The teacher may ask the class the following questions:

1. Does worrying make a problem go away?
2. Is a little bit of worry sometimes a good thing?
3. Do you like to be around a person who is a "worry-wart?"
4. Are you a Do-er or a Worrier?

Having a positive self-concept is paramount to being a contented human being. Sometimes students are slow to realize that all of us beings have worth and have good points. However, no one person has all the good points. No one is perfect. All people have faults. If students could understand this concept and value it, then it would be helpful for them to realize that they are "O.K.," and that they have worth, and they may begin developing a good self-concept.

The teacher asks everyone in the room to say one good thing about themselves. She begins with a good thing about herself. Classes usually enjoy this activity, although a few students have difficulty saying good things about themselves. After the class finishes, the teacher can deal with this, explaining that knowing one's good points is different than bragging or being conceited. All of us have good points.

The students are then asked to write five good points about themselves and five points about themselves that need to be improved. The class then discusses the concept that "no one is perfect." The class then discusses that all of us have good points and bad and that no one is perfect.

The following questions could be asked of the class:

1. Do you know anyone who is perfect?
2. Is it a good idea to notice a good point or two about each of our classmates? Is this a good idea even if we do not like a particular classmate? Why?
3. Is it difficult to improve ourselves?
4. Is there a difference between liking oneself and being conceited?

Students of middle school age are very concerned with the concept of independence. Students, in many cases, feel that their parents "baby" them and do not give them a chance to "do things" for themselves. Some students, however, have a problem dealing with independence, since they have not had much practice. This activity will help students with the difficult task of distinguishing between times they should ask for adult help and times they should function on their own.

Distribute copies of the following list. With the group, identify which children are overdependent and which children are receiving or asking for adult help because it is genuinely needed. (Some items are debatable.) Discuss and expand upon the situations as interest indicates.

a. A student comes to tell the teacher that a classmate has fallen on the playground and appears to be hurt.
b. A student comes to tell the teacher that another student stole his money.
c. A student wants his mother to drive him to a friend's house just two blocks away.
d. A boy wants his mother to come to a play his class is giving.
e. A girl's mother gives her lunch money on Mondays.
f. A boy's mother cleans his room for him once a week.
g. A girl's mother lays out her clothes each day before she goes to school.

Middle school children ascertain that even though they want to be treated as adults, they are, in many cases, still behaving as small children at home and at school. This activity helps the students to know that some of their peers are more "grown-up" than others. Some students are setting their alarm clocks, earning their own money, etc.

The following questions may be asked of the class.

1. What does it mean to be independent?
   Is there responsibility? What does it mean to be overdependent?
2. What kinds of activities can a middle school student do for himself?
3. Should boys learn to clean house and cook?
   Should girls learn to fix cars?

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INTERSCHOOL RELATIONSHIPS

WOW WALL

1. Find a convenient place in your school for the "WOW WALL." A large waiting room outside the office is great!

2. Cover a wall with paper (use paper from the supply room that is used for bulletin boards).

3. Put a long string on a magic marker at each end of the paper and attach the string to the wall.

4. Students are told that they can write anything they want on the paper WOW WALL as long as they abide by two rules: (1) don't be obscene and, (2) don't hurt anyone's feelings by what you write.

5. The idea behind the WOW WALL is that students are not to write graffiti on desks, walls, etc. Now they can and it's WOW!!!!!

6. When the "WALL" is full, just take down the paper and put up another piece.

7. The students come to write and read the wall all the time—before school, recess, and with permission from teachers, during class time (possibly if they have finished their work early and correctly).

8. I have found many "non-verbal" students write their names on the wall—now they are recognized by everyone who reads the wall.

TOP SIX

Self-concept Improvement Activity

Purpose:

To give publicity to effort and participation.

1. Each subject teacher chooses the six students to be cited for a given grading period.
2. Counselor provides "Top Six" sheet for display in rooms--one for each class taught.
3. Teacher gives counselor list of her (his) Top Six students.
4. Post lists of Top Six students for each class in every classroom. Send letter home with each Top Six student.
5. Counselor prepares and distributes letters of commendation for each included student to take home.

Congratulations!!!!!

We are certain that you are proud of your achievement in having placed among the Top Six in at least one of your classes this first six weeks.

All of us here at ____________________ stand ready to help you in the weeks ahead of you:

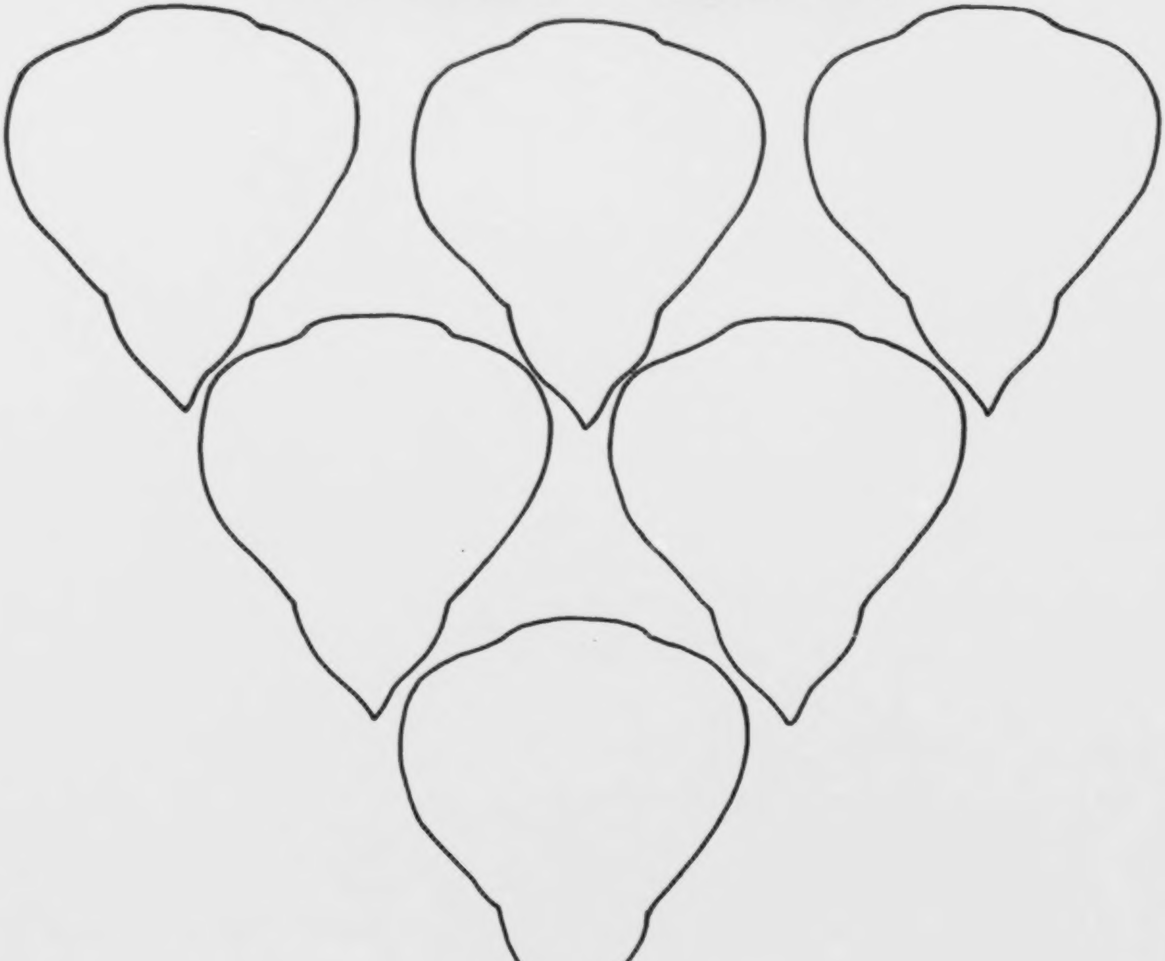
> "Take time to work–it is the price of success.
> Take time to think–it is the source of power.
> Take time to play–it is the secret of youth.
> Take time to read–it is the foundation of knowledge.
> Take time to worship–it is the highway of reverence.
> Take time to help and enjoy friends–it is the source of happiness.
> Take time to love–it is one of the sacraments of life.
> Take time to dream–it hitches the soul to the stars.
> Take time to laugh–it is the song that helps life's load.
> Take time to pray–it helps bring Christ near, and washes the dust of earth from our eyes."

Have a good year!!!

Sincerely yours,

Principal

TOP SIX



Period ______________________ Subject ______________________ Teacher ______________________

TEACHER APPRECIATION DAY

A sixth grade project for the year. . .
Plant the idea with the students and see how they get it to grow!

Each class should decide on a date for their appreciation day. Have students make posters, cards, booklets, pictures, etc., to show how much they appreciate their teacher. In order to keep the secret, all these posters, etc., should be turned in. On the day before the teacher's special day, wait until she leaves school. Display all the materials in his/her room—plus straighten up a little. Plan for the teacher to be surprised when she walks into her room and for good things to happen to her all day.

Each class collects money for a present (their own idea). Each person gives only what he can afford and they may then decide what can be bought with the amount of money they collect. One class (in a school where this day is observed) gave their teacher six long red roses. As it turned out, this was her sixth year teaching sixth graders—and this pleased her class a great deal. Another class gave their teacher, a man, a lovely pen and pencil set. All the classes decided the gift to give and if they needed help in getting it, they asked their counselor. Some did it all by themselves. When the Mood Rings first came out one group decided to give their teacher a mood ring. They decided they could not see the ring as well as they would be able to see a necklace and they wanted to keep close tabs on her moods. They purchased a necklace! The teacher enjoyed their reasoning behind their gift selection and is still wearing her necklace.

The students usually make a booklet for their teacher. On the outside of the booklet is written the teacher's name, grade, date, and "we appreciate you" in great big letters. They would draw a picture, sign their name, write a poem, or even write a story, just whatever they felt like doing. But the cutest of all were the rules they would make for the teacher appreciation day, such as: we will try hard to stay in our seats; we will be nice all day; you will not have to yell at us all day; and many, many more.

STUDENT HELPERS

Purpose:

Students will demonstrate positive attitudes about self, school, home, community and work.

1. Obtain permission from the principal to initiate a student helper program, being very specific about details.
2. Survey faculty to determine which members would like to have student helpers. (Areas include tutoring, helping on the playground, in the canteen, cafeteria, library, office, etc.).
3. Determine times when students can be available for helping. In our school, students are available during study halls.
4. Survey students to determine which ones would like to be helpers. On this form, include areas where the students can help. Let them choose areas. Be certain that you get the student's section as well as name.
5. Make assignments on the basis of schedules. Some students may not be able to help in an area of first choice, but can help in another area.
6. Furnish lists of assignments to faculty so that hall passes may be given to student helpers, and so that teachers will know when they can count on student helpers.

CAREER WEEK

The idea is to expose the middle school students to the variety of jobs available (not to have them make career commitments).

PROJECTS USED:

a) **Bulletin Board Contest:** Students are invited to create posters concerning careers. These are displayed and judged. A cash prize is awarded first place (funds could come from the student government).

b) **Public Address Announcements:** "Thoughts for the day." These are brief, catchy items about work, using statistics like, "Did you know that people who finish high school make $__________ more dollars in a lifetime than dropouts?" (These are very easy to find in your career pamphlets and materials.)

c) **Assembly Program:** Invite the speech class from the receiving high school to present a skit or to give speeches concerning work. (Speech classes need places to perform, so the teacher usually is receptive to the idea.)

d) **Audiovisuals and Speakers:** Ask teachers to show a movie or to have a speaker. Movies are available from the South Carolina State Department of Education Audiovisual Library. Order the movies and arrange for the speakers yourself so the teachers will be willing to help. Parents are the best "speakers" to use, and in some areas, the Chamber of Commerce can arrange speakers for this purpose.

e) **Evaluation:** Use a questionnaire in the English classes asking students to rate the various activities and to make suggestions for future career weeks. Students enjoy giving their opinions!!!

DRUG EDUCATION WEEK

1. Drug Education Week for each grade in the middle school (i.e., sixth grade, one week; seventh grade, one week, eighth grade, one week).
2. Counselor will visit each classroom and discuss Drug Education Week and purpose of such.
3. Pamphlets are used (from local drug clinic and health department) at next visit to classes. Discuss different types of drugs. Samples of drugs are shown to students. Effects of drugs are also discussed. Students are allowed to keep pamphlets.
4. A visit and presentation to each class is done by a representative from local drug center. Representative will discuss drug problems and show a film to students.
5. After one week, the subject is completed unless other interest is shown or information is asked for.

CAREER DAY

PURPOSE:

Students will become aware of and participate in the process of occupational selection.

DESCRIPTION OF ACTIVITY:

Sixth, seventh, and eighth grade students visit guests representing various occupations in the gym.

1. Career Day Committee is organized: guidance counselor, career education and vocational teachers, volunteer teachers.
2. Career Day Committee members decide on fifty guests to invite representing various occupations.
    a. Each committee member invites an equal number of guests (orally).
    b. Parents are asked as guests.
    c. Students' interests are considered.
    d. A letter is sent to all willing participants reminding them of date, time, place. Participants are asked to dress in their usual work clothes and bring tools, handouts, other props.
    e. Guests are invited to lunch.
3. Students design a poster, naming an occupation and portraying a picture of their idea as to what the job participant does. These posters are hung on the table where each participant sits in the gym.
4. Counselors and administrators design schedule for middle school students to visit the gym.
5. A local woman's club serves coffee and donuts to all guests in the morning.
6. A greeting committee invites guests to sign a guest register and shows them their table in the gym, assisting them in setting up their booth.
7. Students come into the gym in shifts visiting the guests of their choice.
8. Career Day is the end of Career Week. All week students hear guest speakers, visit people in their job settings, make bulletin boards and posters related to careers and hear how their subjects relate to future careers.
9. Career Education teaches the career choice process and job exploration.

SIXTY-FIVE WAYS TO SAY "GOOD FOR YOU!"

by Edward S. Kubany - a Clinical Psychologist
Diamond Head Mental Health Center, Honolulu

Everyone knows that a little praise goes a long way in any classroom. But "a little praise" really needs something more than the same few phrases repeated over and over ad nauseum. . .Your students need more than the traditional "good" and "fine" if encouragement is in the cards. Here are some additional possibilities for your consideration:

That's really nice.
Thank you very much.
Wow!
That's great.
I like the way you're working.
Keep up the good work.
Everyone's working so hard.
That's quite an improvement.
Much better.
Keep it up.
It's a pleasure to teach when you work like this.
Good job.
What neat work!
You really outdid yourself today.
This kind of work pleases me very much.
Congratulations.
That's right. Good for you.
Terrific.
I bet your mom and dad would be proud to see the job you did.
Beautiful.
I'm very proud of the way you worked (are working) today.
Excellent!
I appreciate your work.
Very good; why don't you show the class?
Thank you for (sitting down, being quiet, getting right to work, etc.).
Marvelous.
Groovy.
Right on.
That's coming along nicely.
I like the way   has settled down.
For sure.
Sharp!
That looks like it's going to be great!
I like the way   is working.
My goodness, how impressive!
You're on the right track now.
That's "A" work.
John is in line.
Mary is waiting quietly.
Dickie got right down to work.
Ann is paying attention.
It looks like you put a lot of work into this.
That's clever.
Very creative.
Very interesting.
Good thinking.
That's an interesting way of looking at it.
Now you've figured it out.
Clifford has it!
That's the right answer.
Now you've got the hang of it.
Exactly right.
Super.
Superior work.
That's a good point.
That certainly is one way of looking at it.
That's an interesting point of view.
Thank you for raising your hand, Charles. What is it?
Sherrie is really going to town!
You've got it now.
Out of sight!
Nice going!
Far out!
You make it look easy.

"WITHOUT A GOOD SELF-IMAGE, YOU JUST CAN'T LEARN ANYTHING"

IDEAS TO HELP DEVELOP POSITIVE SELF-CONCEPTS IN CHILDREN

1. Have children make a self-portrait. Let the children use the portraits to introduce themselves to the class. (The shy child may show the picture and not say anything about himself. Find a point to make about him.)

2. Let children look in a mirror and tell what they like about the faces they see. (Be prepared to help some children; i.e., "You have pretty hair," "I like your smile," etc.)

3. Celebrate birthdays! Let children make cards for the child who is having the birthday. Have the birthday child wear a sign (Happy Birthday). Let the child do something special on that day.

4. Learn the names of your students as soon as possible. It is much nicer than "boy," "girl," "child" or "hey you." Encourage the children to use the names of classmates. (If a child is used to being called by a nickname, use it, but let him know that his real name is important.)

5. Let children share in the responsibility for the classroom. They can be a great help to you and to themselves.

6. Point out the good things they do and say. Be sure not to single out favorites. Find something good to remark about each child.

7. Have children draw or cut pictures from magazines to make "All About Me" booklets. Include such things as pictures of their houses, family, pets, things they like and favorite colors.

8. "I" can do it!! Have children cut out a big "I" from newspaper, butcher paper or oak tag. Find magazine pictures of things they can do without help–things such as dress themselves, comb their hair, make their beds, get to school, etc.

GUIDANCE SERVICES

TO: Seventh and Eighth Grade Teachers

LEADERSHIP DEVELOPMENT CLUB

Which of your students stand out in these characteristics when compared with the rest of the class? Select one person from each of your teaching periods. This group will form a Student Guidance Committee, whose function will be to disseminate guidance information to their peers and develop their leadership ability.

1. Is liked and respected by most of the members of the class.
2. Is able to influence others to work toward desirable goals.
3. Is able to influence others to work toward undesirable goals.
4. Can take charge of the group.
5. Can judge the abilities of other children and find a place for them in group activities.
6. Is able to figure out what is wrong with an activity and show others how to do it better.
7. Is often asked for ideas and suggestions.
8. Is looked to by others when something must be decided.
9. Seems to sense what others want and helps them to accomplish it.
10. Is a leader in several kinds of activities.
11. Enters into things with contagious enthusiasm.
12. Is elected to offices.
13. Shows genuine interest in wanting to lead.

A. ______________ D. ______________

B. ______________ E. ______________

C. ______________

Please return to the guidance counselor no later than ____________________ ____ ______________________________

Guidance Counselor

SCHOOL ATMOSPHERE CHECKLIST

Each of the following questions gives some valuable tips on how we can work to build good feelings in teachers and students. Our choices about how we behave are important to others, but they are vital to ourselves, for they determine what we are becoming. When we choose good ways to relate, assert, invest, and cope, then "wishing for school on Saturday" may become a reality.

RELATING

___ Do we welcome and greet each other at the beginning of the day or class?

___ Do we share our feelings with each other? (laughter, anger, excitement, enthusiasm, sadness, happiness, boredom?)

___ Do we usually say goodbye to each other at the close of the day or class?

___ Are we sensitive to, and do we take into account, how each person is feeling on a particular day?

___ Do we take special note of everyone's birthday and other special occasions? (Even principals have birthdays!)

___ After absences, do we show each other that we're glad to be together again?

___ Do we talk with each other, not just at each other?

___ Are times arranged when we can talk privately?

___ Do we practice courtesy and civility with each other?

___ Do we accept small irritations as normal, and not as personal insults?

___ Do we touch each other, by shaking hands or giving a pat on the back?

___ Do we strive to avoid expressions and actions which are offensive to members of other groups?

___ Do we allow for times of silence and thought?

___ Are the physical surroundings as attractive as we can make them?

___ Do we use name-tags when we want to learn names?

___ Do we treat each other the way we treat our friends?

___ If there is a need to correct one another, do we avoid correcting in front of people?

ASSERTING

___ Are we free to question each other's opinions?

___ Do we all participate in decision-making activities?

___ Is everyone encouraged to speak up for his own ideas?

___ Does everyone take part in planning what takes place in school?

___ Do we encourage each other to demonstrate special talents, abilities, interests?

___ Do we act in ways that say we trust each other?

___ Can we tell the difference between making mistakes and personal failure?

INVESTING

___ Do we encourage each other to try new things and join in fresh activities?

___ Do we encourage cooperation and collaboration?

___ Do we give each other the opportunity to make mistakes without penalty?

___ Do we all work together to make what happens in school as exciting and interesting as possible?

___ Do we encourage each other's expression and imagination in class?

___ Is there opportunity for everyone to be active and natural?

COPING

____ Do we all take joy in each other's successes?

____ Do we all help each other to succeed?

____ Does everyone keep a special watch for those who might need a special boost?

____ Are successes determined by comparing present progress with previous effort?

____ Can we all write? (Remember, we speak prose all the time!)

____ Are we aware that group prejudices and antagonisms might be reinforced by homogenous or ability grouping?

SOME GUIDANCE PRINCIPLES USED IN ELEMENTARY SCHOOLS

1. **Avoid negative commands.** Suggest what the child is to do rather than what he is not to do.

2. **Speak quietly and use simple terms.** Avoid a stimulating tone of voice. Be sure the child understands what you are saying and what you want done.

3. **Help the child learn the meaning of your words by doing.** Telling a small child to "push the heel," when taking off a boot, will be of little use unless you help him to understand by putting his hand on the heel and showing him how to push.

4. **Allow the child to learn by experiment.** Help him only when it is necessary to avoid failure and discouragement. Encourage him to find out for himself.

5. **Praise the type of behavior you wish continued.** Praising a child's desirable behavior emphasizes it, and the undesirable drops out of sight. However, do not overdo your praise, otherwise it will lose its meaning.

6. **Be consistent.** Praise or disapproval should be consistently given for a definite type of behavior.

7. **Do not hold a child to a uniform standard of performance.** Vary the amount of help given according to the situation, the child's physical and emotional condition, etc.

8. **Avoid conflict and forcing an issue as much as possible.** A little ingenuity often makes a situation go smoothly. The child needs to establish a pattern of happy performances instead of one of negative refusal.

9. **Give the child a choice of two courses of action when feasible.** "Would you like to park your 'trike' by the door, or in the storage room?" often brings more successful results than a command. It gives the child a personal interest in the situation and develops independence and initiative.

10. **Be sure to offer the child a choice only when you are prepared to accept his answer.** If he must do a thing, tell him to do it; if you ask him whether he wants to, you must be ready to accept either no or yes as an answer.

11. **Allow a child plenty of time to perform and to change his activity.** Small children become confused when hurried. Forcing a child to perform too quickly or to turn abruptly from one activity to another often causes conflicts.

12. **Gradually withdraw your physical and verbal help as the child progresses towards independence.** Children may depend too much on commands; indirect suggestions, such as "Is your tomato juice gone?" (when you know it is not), "You're almost through, aren't you?", and "You've been washing very nicely," recall a child to the task at hand but make him take the initiative in going on with it.

13. **Step into a social conflict situation only when necessary to prevent injury or to suggest a socially approved solution of a difficulty.** Children need to learn self-reliance as well as cooperation. If left to themselves, they will often end conflicts and solve difficulties in satisfactory ways of their own. This is valuable learning which may be prevented when the adult interferes too hastily.

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FOLLOW-UP

AND

FEEDBACK

COUNSELOR, HOW DO YOU RATE WITH THE TEACHERS?

1. Are you sensitive to the role of the teacher?
2. Do you communicate easily with teachers?
3. Are you a facilitating agent with teachers?
4. Are you aware of the emotional demands of teaching?
5. Are you receptive to teachers?
6. Do you have good rapport with the instructional staff?
7. Do you attend to teacher referrals?
8. Do you provide feedback to teachers on their referrals?
9. Do you work with teachers in placing students appropriately?
10. Have you informed your teachers of testing procedures?
11. Do you interpret test scores to teachers as well as to students and parents?
12. Have you involved the teachers in cooperatively planning and implementing the guidance program for the year?
13. Have you made the guidance and counseling program a service to the teachers?
14. Do your consultations with the teachers provide useful suggestions?
15. Do you help the teacher understand what he can reasonably expect from the counselor?
16. Do you actively listen to the teachers?
17. Do you understand classroom problems?
18. Do you give practical suggestions for classroom procedures conducive to optimum adjustment and successful experiences for the students?
19. Do you help the teacher understand students as individuals influenced by self-concept, peer pressures, socio-economic conditions, family relations, experiences, and aspirations?
20. Do you help teachers understand that they are important to the guidance program and their involvement is essential?
21. Do you care? Does it show?

SUGGESTED CALENDAR OF GUIDANCE ACTIVITIES

SEPTEMBER – OCTOBER

Survey existing guidance services.
Plan and implement orientation program for new students.
Acquaint faculty with guidance services.
Acquaint students with counseling services.
Acquaint parent-teacher groups with guidance and counseling services.
Plan for group guidance activities.

NOVEMBER – DECEMBER

Continue any activities of September and October not completed.
Implement group guidance activities.
Counsel with students failing the first nine weeks.

JANUARY – FEBRUARY

Continue any previous activities not completed.
Continue to implement group guidance activities.
Counsel with students who are failing.

MARCH – APRIL

Plan spring orientation of incoming and outgoing students.
Plan and begin pre-registration contacts with feeder schools and receiving schools.
Continue to implement group guidance activities.

MAY – JUNE

Continue any previous activities not completed.
Accept recommendations from teachers concerning course and level placement for students for fall.
Implement spring orientation of incoming and outgoing students.
Evaluate guidance program.
Complete end-of year guidance report for the district office.
Set realistic goals for the coming year

NAME ______________________________ DATE ______________

MIDDLE OR EARLY SESSION EVALUATION: GROUP GUIDANCE PROGRESS REPORT

We wish to have suggestions from you in order to improve the decision-making sessions. Please give your suggestions as to how to conduct the group.

1. What kind of activities would you like to have more of in these sessions? (Examples: role playing, discussions, lectures, outside projects, etc.)
2. What kind of activities would you like to have less of in these sessions?
3. Any other comments about things you would like in these sessions?

MONTHLY ACCOUNTABILITY SHEET

WHAT DOES THE GUIDANCE COUNSELOR DO?

____ classroom visits for group guidance

____ students transferred to another school

____ transcripts of correspondence sent out

____ individual students – individual counseling

____ spontaneous student groups

____ formed student groups

____ parent conferences

____ teacher conferences

____ teacher groups

____ recorded professional and/or parent consultations on the phone

____ workshops presented: Teacher In-service
CTBS
Guidance Procedures
Career Education Week

____ student registration

____ workshops attended: CTBS
What a Middle School Guidance Counselor Does
Drug Workshop

____ committee meetings attended

____ professional meetings attended

____ half days used to give CTBS make-up tests

____ co-ordinated Career Education Week Poster contest

____ others

HAVE A NICE DAY and PLEASE DO KEEP ME BUSY. I'M HERE TO HELP!!!!

NAME OF TEACHER ____________________ HOMEROOM OR SPECIAL AREA ____________

DATE OF THIS REPORT ____________________

I. Name of unit, program, or activity. (If you are using one of the structured programs, please write title and number. If you are using a unit or activity of your own choice, incorporated in your subject area, please identify as such.)

A. ______________ Date Started ______ Date completed or expect to complete ____________

B. ______________ Date Started ______ Date completed or expect to complete ____________

C. ______________ Date Started ______ Date completed or expect to complete ____________

Comments: ____

II. List all speakers and give job title or career field: ____________________

III. Note use of tapes, films, the Viewdeck, D.O.T., Employment Outlook Handbook, Career Profiles, SRA Job Experience Kits and other supplementary materials: ____________________

IV. List any career-related field trip you have taken (or plan to take this report period).

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GROUP EVALUATION

1. I was a member of the ______________________________ group.
2. The group was (please check one):

    ____ a waste of time _____ ok _____ good _____ helpful

3. If I could have changed anything about the group, I would have changed ______________________________
4. What I liked best about the group was ____

    ____

5. What I did not like about the group was ____

    ____

6. In order to make the group better next time, I suggest that ______________________________

    ____

7. One thing ______________ did that I liked was ______________________________________

    ____

8. One thing ______________ did that I did not like was ________________________________

    ____

9. If I had the chance to be in another group this year, I would.

    _____ yes _____ no

10. I feel the group really helped me solve my problem.

    _____ yes _____ no

11. I felt the group helped other people solve their problems but not mine. _____ yes _____ no
12. I really did not have a problem. I just wanted to learn how to communicate better. _____ yes _____ no
13. I would encourage my friends to join a group. _____ yes _____ no
14. My teachers were nice about letting me come to the group and do my make-up work. _____ yes _____ no

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PROFESSIONAL

GROWTH

PROFESSIONAL ORGANIZATIONS

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, Virginia 22304
Telephone 703/823-9800

Divisions:

American College Personnel Association (ACPA)
Association for Counselor Education and Supervision (ACES)
National Vocational Guidance Association (NVGA)
Association for Humanistic Education and Development (AHEAD)
American School Counselors' Association (ASCA)
American Rehabilitation Counseling Association (ARCA)
Association for Measurement and Evaluation in Guidance (ANWAC)
National Employment Counselor Association (NECA)
Association for Non-White Concerns in Personnel and Guidance (ANWC)
National Catholic Guidance Conference (NCGC)
Association for Specialists in Group Work (ASGW)
Public Offender Counselor Association (POCA)

National Middle School Association
Post Office Box 968
Fairborn, Ohio 45324

American Vocational Association (AVA)
1510 H Street, NW
Washington, D.C. 20036

National Education Association (NEA)
1201 16th Street, NW
Washington, D.C. 20036

National Association of School Counselors
1201 16th Street, NW
Washington, D.C. 20036

South Carolina Middle School Association (SCMSA)
Mr. Lawrence Bolchoz, President
3 Chisolm Street
Charleston, South Carolina 29401

South Carolina Personnel and Guidance Association (SCPGA)
Dr. Katherine Altman, President
67 Legare Street
Charleston, South Carolina 29401

Division: SCPGA

South Carolina School Counselor Association (SCSCA)
South Carolina College Personnel Association (SCCPA)
South Carolina Vocational Guidance Association (SCVGA)
South Carolina Association for Measurement and Evaluation in Guidance (SCAMEG)
South Carolina Association for Counselor Education and Supervision (SCACES)
South Carolina Association for Non-White Concerns (SCANWC)

South Carolina Education Association (SCEA)
421 Zimalcrest Drive
Columbia, South Carolina 29210

Department of Guidance and Counseling
Mr. John Phillips, President
421 Zimalcrest Drive
Columbia, South Carolina 29210